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ABSTRACT

To gather data on factors associated with the withdrawal of first-time students before they achieved their educational goals, Riverside Community College (RCC), in California, conducted a study of 742 students who were attending RCC for the first time in 1994-95. The students were surveyed by telephone during their first and second semesters and divided into 4 categories based on progress through the year: Type I students were under 25 and had attempted 12 units or more; Type II students were under 25 and had attempted 11 units or less; Type III students were 25 or older and had attempted 6 units or more; and Type IV students were 25 or older and had attempted 5 units or less. The highest persistence rate was experienced by Type I students, with a rate of 81%, followed by Type III students at 66.2%, Type II students at 58%, and Type IV students at 46%. Analyses of student responses indicated that displeasure over course availability, progress toward educational goals, and academic programs and services was highest among Type III students. In addition, the persistence of Type I and Type IV students was found to be only marginally influenced by their RCC experience, with approximately 90% of Type I departing students citing outside factors. Appendixes include a list of study design committee members, interview topics and questions for focus groups used to design the survey, the student telephone survey and follow-up, and summaries of focus group comments. (TGI)

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ED 398 960

1994-95 RCCD Student Success Study
Final Report

Riverside Community College District
Office of Planning and Development
Department of Institutional Research

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JC 960 478

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Executive Summary of the RCC Student Success Study

Office of Institutional Research, April 1996

Background

To understand why students leave RCC before achieving their educational goal, an extensive research project was conducted during the 1994-95 Academic Year. The study, designed by a committee of RCC faculty, staff, and students in cooperation with the Institutional Research Office, tracked a group of 742 students through their first year of attendance at RCC. Focus group sessions with students were held in the Summer of 1994 to identify the issues that needed to be studied. Based on the focus group results and a review of the research literature, interview questions for the study were developed. Students were interviewed during their first semester of attendance and again during the following semester to determine the factors associated with early departure from RCC.

Major Findings

The diversity of the RCC student population and attendance patterns required that analyses be conducted by student categories. Based on previous research results and an analysis of the RCC student population, students were divided into four categories based on their age and the number of units they attempted in their first semester at RCC. Only students with long-term educational goals (transfer, degree, or certificate) were included in the study. The following is a brief overview of the major findings for each category of students. Throughout this discussion persistence and retention refer to second semester persistence (i.e. students who started school in the Fall and enrolled again the following Spring semester).

Type I Students. (Age: less than 25; Units Attempted: 12 or more)

These students had the highest persistence rate (81%) of the four student types. They comprise about 24% of the first-time student population with long-term educational goals. Those who persisted were more likely to have had higher degree goals, attended a student orientation and assessment session, and had moderate levels of contact with their instructors and other students. However, for these students, their experience at RCC often had little influence on their departure decisions. Based on self-reports, the vast majority of their departures were due to their families moving outside the District. Overall, 90% of the departures were reportedly due to factors unrelated to their RCC experience.

Type II Students. (Age: less than 25 years old; Units Attempted: 11 or less)

This group had the second lowest level of persistence (58%). They represent almost one-half (46%) of the first-time student population with long-term educational goals. Their retention at RCC was related to a number of factors: the ability to keep pace with a variety of demands (work, family, and school); the level of commitment to RCC as their school of choice, the level of commitment to attaining a college degree, the level of comfort with the social and academic environment, and the completion of an educational plan. In short, retention of these students appears to be related to their level of goal clarity and their ability to manage competing demands.

Type III Students. (Age: 25 years or older; Units Attempted: 6 or more)

Although this category represents only about 13% of RCC's first-time students with long-term educational goals, they also appear to be the group whose retention is most affected by RCC's programs and/or policies. Their retention rate was 66.2%, second highest of the student types. However, almost one-half (46%) of these students left RCC for "school-related" reasons. Many were dissatisfied with the rate of progress toward their career goals and the lack of course offerings at convenient times. The factors affecting their retention suggest that they desire a highly interactive experience with students and faculty which leads them to their career goals in a timely manner. Positive contacts with other students and their instructors and satisfaction with their personal and intellectual growth were crucial for their persistence. However, this group also expressed the most dissatisfaction with the availability of RCC course offerings and services.

Type IV Students. (Age: 25 years or older; Units Attempted: 5 or less)

The persistence rate of these students was the lowest of all groups (46%). They comprise about 16% of the first-time student population with career goals. However, similar to the Type I Students, this group's departures appear to result primarily from factors outside the institution, with 85% of the leavers citing non-school related reasons for their departure. Additionally, this was the only group whose expressed intention (Fall '94) to stay or leave RCC in the Spring was not significantly related to whether or not they actually enrolled in the Spring semester. The factors influencing their enrollment were: their satisfaction with the quality of instruction and instructors' interest in students, the importance they placed on attaining a college degree, and whether they had children.

Conclusions

The factors affecting early departure from RCC vary considerably depending upon the circumstances surrounding students' enrollment. College actions to increase retention rates would appear to have the greatest potential influence if directed toward Type II and Type III students. For Type II students, services prior to enrollment would appear to be the most critical. Pre-enrollment activities directed toward clarifying their educational and career goals, clarifying the type of educational experience they are looking for, developing the self-management skills needed to structure their time and competing obligations, and completing an educational plan appear to be the greatest potential points of impact on their retention. For Type III students, restructuring course offerings to provide fast-tracks to desired degrees and certificates would address their major concerns. Intensive programs with extensive student and faculty interaction would appear to be especially effective for this group. Although the departure decisions of Type I and Type IV students are governed largely by factors beyond institutional control, there are some facets of their college experience which affect their enrollment. Completion of orientation and assessment sessions was associated with increased retention of Type I students. Type IV students' perceptions of the quality of instruction and their relationships with instructors were positively related to retention.

Final Report on the 1994-95 RCC Student Success Study

I. Background

During the past two years, Riverside Community College has been engaged in an extensive review of its educational programs and services[1]. Integral to the review, has been the examination of student outcome measures such as graduation rates, persistence rates, and course completion rates. Early reports revealed that about one-half of RCC's first-time students leave before the end of their second semester. Although RCC's dropout rate is comparable to other community colleges in Southern California, it is nevertheless higher than desired by the College's leadership. Consequently, increased retention of students has been adopted as one of the District's top goals over the next ten years.

Upon closer examination of the 50% retention figure for RCC students, considerable variation in retention rates was found depending upon the circumstances surrounding student enrollment. Thus, the first step taken to address the issue was to develop a more complete description of student persistence at RCC. The Computing Services Department, in cooperation with the Institutional Research Office, developed a report that calculates persistence rates for selected groups over a four semester period. The findings from these reports suggested that those fitting the traditional student profile (i.e. 18-24 years old, full-time class load, degree oriented goals, working less than 40 hours per week at an outside job) had substantially higher persistence rates than other students. Although these figures provided a description of the variation in persistence rates among student sub-populations, they did not answer the perhaps more important questions of: 1) what factors affect student retention? and 2) what policy or program changes could the College implement to improve student persistence rates?

To address these issues, the Institutional Research Office worked with a subcommittee of faculty, staff, and students. (See Appendix A for a list of members.) Together, the subcommittee and the Research Office, designed a year-long study examining the causes of first-time student attrition at RCC. The research project, referred to as the Student Success Study, focused on identifying the factors associated with students' progressing to their second semester at RCC.

As a starting point for designing the study, the research literature on student attrition was reviewed by the Institutional Research Office. The study was also designed with input from three other sources. First, the President of RCC, Dr. Salvatore Rotella, formed and led a faculty roundtable group to discuss student retention issues at RCC. The group read and discussed the leading work in this area, Dr. Vincent Tinto's Leaving College: Rethinking the causes and cures

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[1] The review included several self-study processes, including: environmental scanning, strategic planning for the District, the development of a Student Equity Plan, further refinement of the District's Matriculation Plan, the development of a Title III institutional improvement plan, and an accreditation self-study.

of student attrition. The roundtable provided valuable input regarding the interpretation of RCC's persistence data and further avenues for analysis. Second, Dr. Tinto reviewed RCC's persistence data along with preliminary results from the Student Success Study, and visited the campus to discuss these issues with RCC faculty and staff. His many helpful recommendations guided the analysis and interpretation of the data as well. Third, as part of a Title III grant application, Dr. Lee Ann Kochenderfer conducted a series of informal interviews with RCC faculty and administrative staff inquiring about the problems facing the College. These interviews produced useful information about student retention issues.

In short, the importance of student retention to the future of the college has given rise to several efforts to help us understand the factors affecting student departure. The following report focuses primarily on the findings of the Student Success Study. Yet, the additional information cited above is incorporated in the data analysis and interpretation of findings sections.

Overview of the Student Success Study Design

The project design has two major components: 1) an exploratory phase to gain a better understanding of the factors determining the quality of students' experience at RCC ; and 2) a confirmatory phase to estimate the impact of these factors on attrition for the students who began their studies at RCC in the Fall of 1994. Since students with short-term, one-semester goals, may not need a second semester of attendance, they were excluded from the study. Both the exploratory and confirmatory components of the study selected first-time RCC students with long-term educational goals (degree, certificate, or transfer) for participation.

A. Exploratory Component. One of the weaknesses of the current literature on student retention, is that it is based primarily on studies conducted on traditional age students attending four-year residential institutions. There is relatively little information regarding the attrition behavior of community college students. The information that does exist is primarily descriptive in nature, showing persistence rates for various student sub-populations. Consequently, the first portion of the study was directed toward gaining an understanding of what students see as the most important parts of their experiences at RCC and what leads them to think about leaving. Particular attention was paid to identifying the range of student experiences at RCC.

To do this, focus group sessions were held with RCC students. Focus groups are loosely structured group interviews which explore participants' thoughts, feelings, and/or beliefs on a particular topic. For the current study, six focus groups were held with a total of 36 students (4-7 per group) selected through a stratified random sampling procedure. By "stratified" random sampling, we mean that the population was first divided into groups (1) students who returned for their second semester of studies at RCC; and 2) those who left after their first semester). Random samples were then drawn within each group.

Students were asked a number of general, open-ended, questions about their experience at RCC, such as: Why did you attend? What were the best and worst parts of your experience here? What kinds of things made you think about quitting school? What were some of your biggest surprises your first semester at RCC? (See Appendix B for a complete list of the questions.)

This portion of the study enabled us to identify types of students currently attending, what they want from their college experience, and the types of issues related to their departure from RCC. Although the focus groups allow the exploration of student perspectives in depth, this method does not enable one to estimate the relative frequency of student attitudes, beliefs, or perspectives among the general student population. To do so, standardized questions need to be asked to a randomly selected sample of the RCC student population. This was accomplished during the second phase of the project.

B. Confirmatory Component. Based on the issues identified in the focus groups and in the research literature, a list of standard questions was developed inquiring about students' background characteristics, their reasons for attending RCC, their social and academic experiences while enrolled at RCC, and whether they plan to enroll the following semester at RCC. (See Appendix C for a complete list of the questions.) A stratified (sex by ethnicity - 8 subgroups) random sample of 743 RCC students[2] was asked these questions in telephone surveys during the middle of their first semester at RCC in the Fall of 1994.

Follow-up interviews were conducted with these students in February of 1995 to determine the disposition of students in the Spring semester. Students were asked whether they left after their first semester, and if so, what were some of the considerations that led them to quit attending RCC. The following sections outline the major results of the study.

II. RCC Student Success Study Results

A. Exploratory Phase Results

During the summer of 1994, six focus group sessions were conducted with current and former RCC students. In these sessions students discussed why they decided to attend RCC, the situations that resulted in their dropping/stopping out of RCC, the unexpected situations they encountered during their first semester of attendance, and general issues related to the quality of their social and educational experiences at RCC. Focus groups were composed of 4-7 students, a facilitator, and a recorder. Student participants were selected from a stratified random sample

[2]A "stratified" random sample means that the sample was random within levels of another variable. RCC's sample was stratified by ethnicity and gender. For each of the eight sub-populations classified by gender and ethnicity (Asian, African-American, Caucasian, Hispanic), two hundred cases were drawn.

(persisters vs. nonpersisters) of the first-time students with long-term educational goals (certificate, degree, transfer) who began their studies at RCC in the Fall of 1993.

Descriptions of the focus group conversations are shown in Appendix D. To facilitate interpretation of this material, the range of responses to selected questions will be discussed below. As noted earlier, the material discussed below will be used to guide further investigation. Since the data collection techniques do not permit generalization, the remarks may reflect the perceptions of only a small number of students.

Reasons for Attending. Although students come to RCC for a variety of reasons, it appeared that there were three general types of students. The first group of students could be characterized as traditional college students. They attend RCC immediately upon graduation from high school. They were attracted to RCC because they sought a low cost, convenient way to receive a degree/certificate or complete their first two years of a four-year degree. For some of them, whether or not they would attend college was not in question - only which college they would attend. RCC was their college of choice because of the cost and convenience.

A second group of students, both traditional age and nontraditional age students, viewed RCC as a place to turn their lives and educational careers around. This group had specific educational or career goals. Younger students were looking primarily for a second chance at academics. With poor academic records in high school, these students attended RCC primarily to improve their academic skills and performance history. Older students in this category tended to see RCC as providing a second chance at career opportunities. They attended RCC to change careers and/or advance in their current job. They were attracted to RCC because they could attend with minimal disruption to their career and family lives.

A third type of student may be broadly defined as students searching for educational and career opportunities. Although they may have acceptable high school grades, they are not certain whether they are "college material". Since college may involve breaking away from family and high school friends, some students appeared uncertain as to whether they can and/or should succeed in college. For them, RCC represented a low risk way of seeing what higher education is like.

Reasons for Thinking about Leaving. Frustration over the inability to enroll in desired classes was a commonly cited problem. In particular, students with well-defined occupational goals were upset by the lack of course or program availability (e.g. nursing). Some of these students were not able to progress as rapidly as they would have liked toward their educational goal. Inability to register for the desired classes when they were already full, also created difficulties for students using Tiger Talk phone registration. A second area that led students to reconsider attending RCC were the problems they experienced with a particular class or instructor. These were the only two issues cited that were related to students' experiences at the College. Other

problems that led students to consider dropping out of RCC were financial problems, and the strain of too many outside commitments (work and/or family).

Biggest Surprises of First Semester Students. Students reported that they did not expect it to be so difficult to get into the classes. The crowded conditions, lack of readily available counseling and guidance services, and lack of convenient library and lab hours were some of the most unpleasant surprises cited by students. The attractiveness of the campus, presence of night security, and friendliness of other students were some of their most pleasant surprises. A number of students mentioned that they were surprised by the academic expectations at RCC. Some students found the academic standards more rigorous than anticipated. Others expressed surprise that academic standards were less rigorous than expected.

Best and Worst of Students' RCC Experience. Students cited their inability to get into desired classes as one of their biggest disappointments with their RCC experience. The other issues raised involved students' interactions with RCC faculty, staff, and students. Favorable contacts with RCC instructors, staff, and students were some of students best experiences. Conversely, unfavorable contacts with faculty, staff and/or students were considered some of students' worst experiences. In general, these comments indicated the importance of students' interpersonal contacts as a determinant of the quality of their college experience.

Students' Recommended Changes for RCC. Not surprisingly, many students cited the addition of more class sections as the one change that would make RCC a better place for students. Students also recommended that counseling and guidance services be expanded and improved. The need for more parking spaces was also mentioned. Additionally, there were some recommendations to improve services for older students attending primarily in the evening. Recommendations included: providing more services for night students, changing the structure of night course offerings, having more classes geared toward adult returning students, and more thorough assessment of adult returning students. One adult student noted that she felt that RCC was geared to serving only traditional age students. She cited the small size of the desks and chairs as one basic area were RCC was not paying attention to the needs of adult students.

To estimate the prevalence of these views among RCC's first-time freshman, standardized questions and response categories were developed and administered to a sample of students. The next section reports on the results of the survey and supplementary analyses of existing institutional data.

Summary of Survey/Institutional Data Results

In the Fall 1994 semester, 2568 first-time college students entered RCC. Of these students, 1583 (62%) had long-term educational goals which would require more than one semester of attendance and 472 (18%) had not yet decided upon an educational goal. The remaining 513

(28%) students had short-term educational goals such as: forming a career interest, learning a job skill, advancing in their current career, maintaining a certificate, personal development, improving basic academic skills (English, reading, math), completing high school units for high school diploma. Since it is unclear whether or not the retention of students with short-term or no educational goals is desirable, the study focused on the factors leading to the departure of students with long-term educational goals. As shown in Table 1, the second semester persistence rates for students with long-term goals have been consistently higher than the average persistence rates for first-time students. From 1990 through 1994, about 60-65% of the first-time students with long-term goals stayed at RCC through the end of their second semester.

A stratified random sample of 1,600 students was drawn from RCC's first-time students with long-term educational goals entering during the Fall 1994 semester. To attain samples of 200 students in each stratum, first-time transfer students were also included the study. Thus, although not all students in the pool are first-time students, they were first-time students at RCC in the Fall of 1994. Telephone interviews were conducted with 742 of the 1600 students, yielding a response rate of 46%.

The initial data collection and analysis was based primarily on a modified version of Tinto's longitudinal model of student retention. As shown in Figure 1, this model conceptualizes persistence as the outcome of a number of forces which either pull the individual toward or away from the institution. Heavy commitments to obligations outside the institution, such as full-time work, tend to decrease the likelihood of persistence because they pull the individual away from the institution. Conversely, bonds the student develops with instructors or other students tend to pull them closer to the institution and thus increase the chances that they will remain enrolled. Individuals who establish friendship ties with other students, faculty, or staff are said to be "socially integrated with the institution". Students' may also be "academically integrated" with the institution by becoming actively involved in the institution's academic programs.

Some of the survey questions were derived from the focus group discussions. To estimate the prevalence of some of the opinions expressed in the focus groups, these questions were asked during the structured interviews. For example, the interview began by asking students "What is your main reason for attending RCC? The responses were as follows:

> 24.0% were attending because of factors outside the college (i.e."my parents wanted me to attend", "could not find a job", "to get away from home", and "nothing better to do);
>
> 16.6% were attending primarily for career advancement (i.e."to be able to get a better job", and "to be able to make more money");
>
> 16.3% cited the pursuit of an advanced academic degree as their main reason for attending;

42.0% were primarily interested in acquiring knowledge or academic skills (i.e. "to gain a general education and appreciation of ideas", "to improve reading and study skills", "to become a more cultured person", and "to learn about things that interest me"; and

1.1% did not respond.

When asked what their biggest concern was about attending RCC, the majority of respondents, 69.5%, said it was whether or not they would succeed academically. Other major areas of concern were: whether they would be able to finance their studies at RCC (12.4%), whether the student's outside obligations (family, work) would interfere with his/her studies (9.7%), and whether he/she would fit in at RCC (3.6%). The remaining 4.2% of the students either did not express a major concern or had more specific individual concerns about attending.

When asked what were the best and worst parts of attending RCC, a wide range of responses was given. With respect to the worst part of attending RCC, 38.4% of the students answered "I couldn't get the classes I wanted". The other major response categories for the worst part of attending RCC were: inconvenient/costly to attend (10.6%), hard to balance school with outside obligations (8.8%), financial worries (6.9%), and parking problems (6.9%). All other response categories contained less than 6% of the respondents.

The best parts of attending RCC generally centered around students' academic experience as follows:

19.0% of the students reported that "liking their classes" was the best part of their experience;

17.8% reported "meeting other students" as the best part of their experience;

17.5% reported "the amount I have learned" was the best part of their experience;

16.2% reported "meeting some RCC instructors" as the best part of their experience; and

6.7% reported other academic experiences as the best part of attending RCC.

No other response categories contained more than 6% of the respondents.

Nevertheless, the problem with analyzing data for the entire sample of community college students is that it can gloss over important differences among types of students. Since there is considerable diversity among the RCC student population, averaging across these groups can distort the results. Students' reasons for attending, family obligations, and work obligations will affect the relative importance of the factors leading to staying or departing from the institution. Therefore, different types of students should be modeled or analyzed separately. As a starting

point for defining student sub-populations for analyses, risk factors for student attrition identified in the "Profile of Undergraduates in US. Postsecondary Education Institutions: 1992-93 published by the National Center for Education Statistics were used. The risk factors for students (i.e. variables associated with decreased probability of completing a postsecondary program completion) cited were: delayed enrollment (not enrolling in college the same year as they graduated from high school), part-time attendance, financial independence from parents, having dependents, full-time employment, being a single parent, and not graduating from high school).

Our initial analyses of retention rates by risk factors and students' reasons for attending RCC led to the identification of the following four student types defined by age and units attempted during their first semester of attendance at RCC:

1) Type I - (less than 25 years old, attempting 12 or more units);
2) Type II - (less than 25 years old, attempting less than 12 units);
3) Type III - (25 years or older, attempting 6 or more units); and
4) Type IV - (25 years or older, attempting less than 6 units)

Since the persistence rates and factors associated with departure differ dramatically among these groups, the results will be discussed separately for each student type. As the findings are discussed, bear in mind that the relationships cited are not necessarily causal ones. We will identify factors associated with increased persistence and offer interpretations for the relationships based on the focus group, survey, and other institutional data.

Results by Student Type

Type I Students (less than 25 years old, attempting 12 or more units)

The second semester persistence rate[3] for these students was the highest (81%) among all student types. Based on analysis of their first semester behaviors and attitudes, the factors associated with early departure for these students centered around their level of attachment to RCC and their degree goals. For these students, the following factors were associated with increased persistence:

- orientation session attendance;
- higher degree goals (e.g. those with a Ph.D. as a degree goal were more likely to persist than those with a B.A. as their degree goal);

[3]By "second semester persistence rate" we mean the percentage of students in the Fall cohort who attempted one or more units in the subsequent Spring semester.

- low or moderate levels of conversation with instructors;
- low or moderate levels of conversation with other students on academic matters;
- low or moderate levels of encouragement from close friends for attaining a college degree; and
- an expressed intention to return for the next semester.

Of those departing after their first semester, 90% of those interviewed (n=10) reported that they left due to non-school related factors. The most commonly cited reason was that their family had moved outside the region.

Type II Students (less than 25 years old, attempting less than 12 units)

The second semester persistence rate for these students was 57.9%, second lowest of the four student types. Increased persistence was related to the following factors:

- higher ratings of the "importance of attaining a college degree";
- higher ratings of the "importance of graduating from RCC";
- completion of an educational plan;
- spending more time studying in the library;
- belief that it will be easy transfer to another institution;
- having conversations with other students on academic matters;
- making new friends at RCC;
- having **little or no** difficulty keeping up with competing demands (work, school, family);
- talking to someone at RCC prior to registering for classes;
- working less than 31 hours per week at an off-campus job;
- having no children; and
- an expressed intention to return for the next semester.

Type III Students (25 years or older, attempting 6 or more units)

Second semester persistence was 66.2%, second highest of the four student types. Increased persistence was related to a number of factors, as shown below:

- lower degree goals (e.g. those with a Ph.D. as degree goal were **less** likely to persist than those with a BA as their degree goal);
- expected or faster than expected progress toward educational goals;
- increased interest in intellectual matters;
- having conversations with instructors on non-class matters;
- believing that an instructor or staff person would be disappointed if the student did not succeed;
- believing that one's knowledge and experience was valued by instructors;
- having "personally satisfying" relationships with other RCC students;
- having two or more conversations per week with other students on academic issues;
- having relationships with other students that have had a "positive influence on the student's personal growth, values, and attitudes";
- encouragement from one's family to attend RCC;
- working less than 31 hours at an off-campus job; and
- an expressed intention to return for the next semester.

Additionally, this group had the highest percentage (46.2%) of departures reported for "school-related" reasons. Dissatisfaction with course availability and their slow rate of progress toward their degree were the two most commonly mentioned "school-related" reasons for departure.

Type IV Students (25 years or older, attempting less than 6 units)

The second semester persistence rates for this group was 45.8%, lowest among the four student types. Increased persistence was related to the following factors:

- higher ratings of the "importance of attaining a college degree";

- higher ratings of the "quality of instruction";
- higher ratings of "instructors' interest in students"; and
- having no children.

Conclusions

This analysis focused on identifying the factors associated with students leaving RCC after their first semester. In general, the study found that first-time RCC students were pleased with the faculty, staff, and learning environment at RCC. Students most frequently expressed complaint was that the classes they wanted to take were not available at convenient times.

When analyses were conducted separately for each type of student, displeasure over course availability and progress toward educational goals was highest among Type III students (age 25 or older, taking 6 or more units). These students were also the most likely to leave due to dissatisfaction with academic programs and/or services at RCC. The factors affecting their retention suggests that Type III students desire a highly interactive experience with students and faculty which leads them to their educational goals in a timely manner.

On the other end of the spectrum, the persistence of Type I and Type IV students appears to be influenced little by their RCC experience. About 90% of the departing Type I students reported that they left RCC due to outside factors. The most commonly cited reason for departure was that their families were moving outside the District. Similarly, Type IV students' early departure was influenced by factors beyond their, or the institution's, control. For Type IV students, their expressed intention (in Fall '94) to stay or leave RCC in the Spring was not significantly related to whether they actually enrolled in the Spring semester.

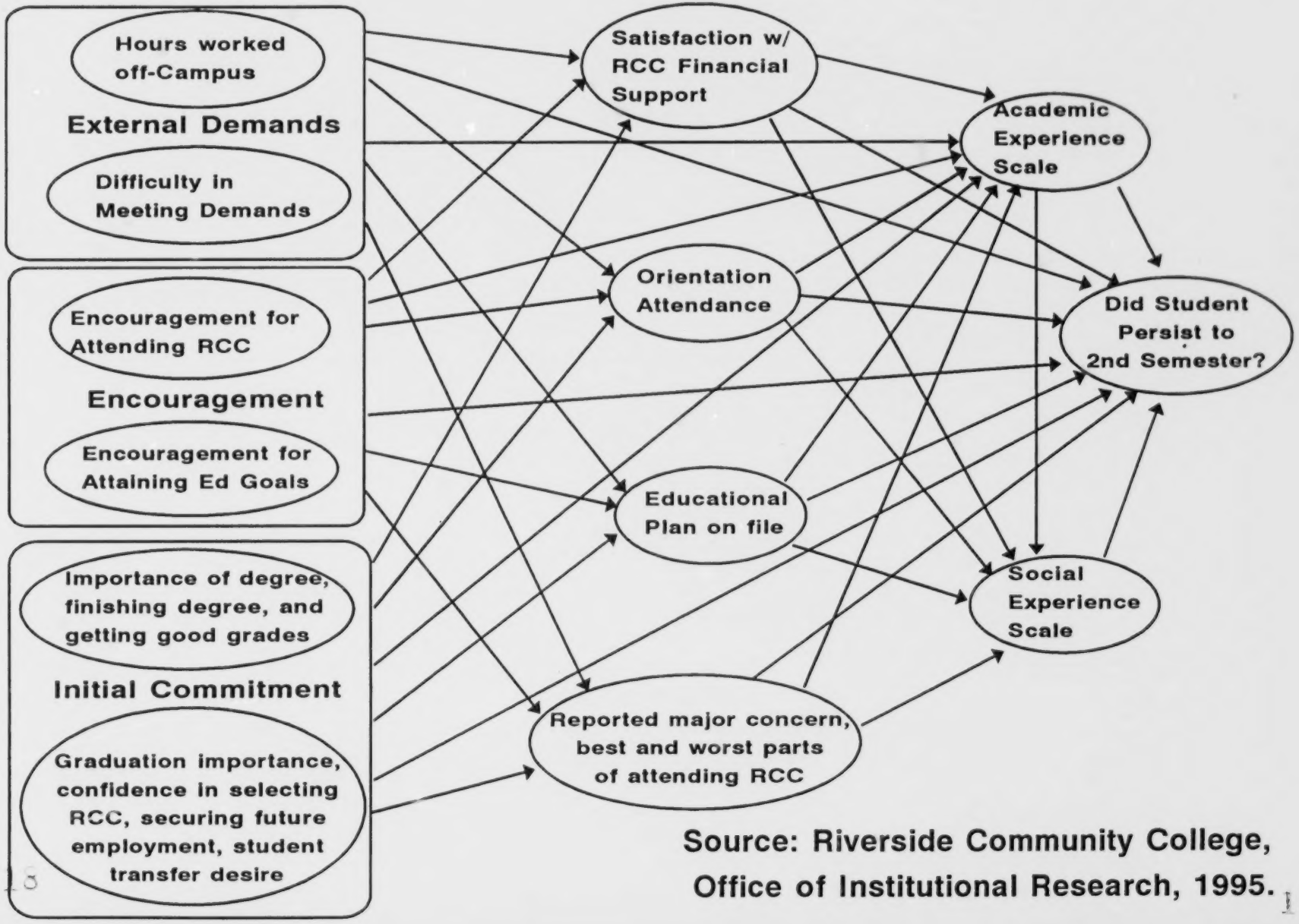
Finally, Type II students represented the largest portion of the first-time RCC student population. Their retention at RCC was related to a number of factors: the ability to keep pace with a variety of demands (work, family, and school); the level of commitment to RCC as their school of choice, the level of commitment to attaining a college degree, the level of comfort with the social and academic environment, and the completion of an educational plan. In summary, retention of these students appears to be related to their level of goal clarity and their ability to manage competing demands.

Based on these results, it is concluded that the College's actions to increase retention rates would appear to have the greatest potential influence if directed toward Type II and Type III students. For Type II students, services prior to enrollment would seem to be the most critical. Pre-enrollment activities directed toward clarifying their educational and career goals, clarifying the

type of educational experience they are looking for, developing the self-management skills needed to structure their time and competing obligations, and completing an educational plan appear to be the greatest potential points of impact on their retention. For Type III students, restructuring course offerings to provide fast-tracks to desired degrees and certificates would address their major concerns. Intensive programs with extensive student and faculty interaction would appear to be especially effective for this group.

Several questions remain to be addressed with future analyses of this data. Most importantly, future plans include conducting separate analyses by students' academic standing and course taking patterns. This will enable us to identify the courses where students are experiencing the most academic difficulty and perhaps be able to identify the types of student - course matches most likely to result in successful outcomes. These relationships will be examined with exploratory data analysis techniques (classification and regression trees) to identify the combinations of student and institutional variables that result in the highest levels of: 1) academic integration; 2) social integration; and 3) persistence to the second semester.

Figure 1. Annotated Model of Student Persistence to Second Semester


Hours worked off-Campus
External Demands
Difficulty in Meeting Demands
Encouragement for Attending RCC
Encouragement
Encouragement for Attaining Ed Goals
Importance of degree, finishing degree, and getting good grades
Initial Commitment
Graduation importance, confidence in selecting RCC, securing future employment, student transfer desire
Satisfaction w/ RCC Financial Support
Orientation Attendance
Educational Plan on file
Reported major concern, best and worst parts of attending RCC
Academic Experience Scale
Social Experience Scale
Did Student Persist to 2nd Semester?

Source: Riverside Community College, Office of Institutional Research, 1995.

Table 1. Persistence Rates by Educational Goal for First-Time Students at RCC

1. Fall '90 Entering Cohort		Fall 90		Spr 91		Fall 91	
Goal	CW1	End	%	End	%	End	%
AA/AS Trans	998	813	81.5%	521	52.2%	387	38.8%
Trans-No Deg	257	221	86.0%	151	58.8%	109	42.4%
Gen Ed Deg	138	109	79.0%	68	49.3%	52	37.7%
Voc Ed Deg	191	167	87.4%	102	53.4%	72	37.7%
Cert Achv	224	165	73.7%	84	37.5%	57	25.4%
TOTAL	1808	1475	81.6%	926	51.2%	677	37.4%

2. Fall '91 Entering Cohort		Fall 91		Spr 92		Fall 92	
Goal	CW1	End	%	End	%	End	%
AA/AS Trans	946	843	89.1%	655	69.2%	522	55.2%
Trans-No Deg	291	263	90.4%	176	60.5%	134	46.0%
Gen Ed Deg	181	154	85.1%	91	50.3%	80	44.2%
Voc Ed Deg	210	183	87.1%	149	71.0%	100	47.6%
Cert Achv	208	168	80.8%	110	52.9%	66	31.7%
TOTAL	1836	1611	87.7%	1181	64.3%	902	49.1%

3. Fall '92 Entering Cohort		Fall 92		Spr 93		Fall 93	
Goal	CW1	End	%	End	%	End	%
AA/AS Trans	902	806	89.4%	532	59.0%	380	42.1%
Trans-No Deg	219	201	91.8%	138	63.0%	103	47.0%
Gen Ed Deg	142	131	92.3%	76	53.5%	52	36.6%
Voc Ed Deg	155	140	90.3%	93	60.0%	76	49.0%
Cert Achv	182	159	87.4%	76	41.8%	50	27.5%
TOTAL	1600	1437	89.8%	915	57.2%	661	41.3%

4. Fall '93 Entering Cohort		Fall 93		Spr 94		Fall 94	
Goal	CW1	End	%	End	%	End	%
AA/AS Trans	737	682	92.5%	464	63.0%	431	58.5%
Trans-No Deg	212	190	89.6%	131	61.8%	112	52.8%
Gen Ed Deg	175	159	90.9%	105	60.0%	73	41.7%
Voc Ed Deg	116	106	91.4%	71	61.2%	48	41.4%
Cert Achv	129	109	84.5%	60	46.5%	45	34.9%
TOTAL	1369	1246	91.0%	831	60.7%	709	51.8%

5. Fall '94 Entering Cohort		Fall 94		Spr 95		Fall 95	
Goal	CW1	End	%	End	%	End	%
AA/AS Trans	904	803	88.8%	582	64.4%	431	47.7%
Trans-No Deg	229	207	90.4%	159	69.4%	112	48.9%
Gen Ed Deg	161	142	88.2%	96	59.6%	73	45.3%
Voc Ed Deg	139	112	80.6%	77	55.4%	48	34.5%
Cert Achv	150	123	82.0%	71	47.3%	45	30.0%
TOTAL	1583	1387	87.6%	985	62.2%	709	44.8%

CW1 = student headcount as of the first Census Week of the semester

End = student headcount as of the end of the semester

Appendix A

Student Success Study Design Committee Members

Student Success Study Design Committee Members

Name	Position
Rick Axelson	Director, Institutional Research
David Baker	Department Chair, Behavioral Sciences
Daria Burnett	Assistant Professor/Coord. Student Activities
Pouran Eslamidoust	Assistant Professor, Sociology
Michelle Heberlin	RCC Student
Susan Mills	Assistant Professor, Mathematics
Jeanie Nishime	Dean, Counseling & Student Support Services
Pat Titus	Associate Professor, Counseling
David Torres	Institutional Research Specialist
Bill Vincent	Associate Professor, Health Sciences
Tina Waters	RCC Student
Cornelia Wylldestar	Assistant Professor, Reading

Appendix B

Focus Group Interview Topics and Questions

FOCUS GROUP TOPICS AND QUESTIONS

Note: Questions that will be asked of every group are **bold-faced**, while probe questions (those that will be asked only if necessary) are *italicized*. Notes in brackets [..] are suggested guides to stimulate discussion, if necessary.

1. Student Intentions and Motivations

When did you decide to attend RCC? Why?
[location, academics, cost insurance, academics, social life, parents/friends wanted me to]

Do you think of dropping out or taking a semester off?
What types of things make you want to stop attending RCC?
What types of things make you want to keep attending RCC?

2. Student Expectations versus College Experience

What were some of your biggest surprises when you started attending RCC?
[the coursework difficulty, how classes are run, what the instructors were like, what other students were like, the (un)availability of help for guidance/tutoring]

In your first semester, what were some of the worst parts of attending RCC? (feeling isolated, overwhelmed with the coursework, stress managing between family and school)

In your first semester, what were some of the best parts of attending RCC? (making new friends, exciting classes, school activities - band, sports)

A. Academic Preparation & Experience

Do you feel that you were academically well-prepared for what was required of you at RCC? (reading, writing, math, etc.)
--Do you feel that the work that was needed was too difficult / too easy?

If you could do anything to improve your classroom experience at RCC, what would it be?
How would you rate the RCC instructors?
[Did you feel the level of instruction was satisfactory?]
How would your rate your teachers, on a personal level?
Were they approachable, did they seem friendly to you?
Did you ever meet them in their office hours?
Did they give you guidance about exactly what was needed to be successful in the class?

How would you rate the textbooks used in your class?

[Did you feel the texts were helpful to the class or were they not worth what you paid for them?]

How would you rate your classmates, in general?

[Did you feel that your classmates were at your same intellectual level or did you feel that you and your classmates were mismatched?]

What was the worst part of the college experience and why?

[What were you the least satisfied with?]

What was the best part of the college experience and why?

[What were you the most satisfied with?]

Are you happy with the education you have received at RCC ?

Why or why not?

B. **Social Integration**

How would you describe the environment of RCC?

Do you feel that the students here are more friendly / less friendly.
Was the atmosphere hostile or friendly?

Did you have / make many friends at RCC?

Did you participate in study groups?

Did you spend any time on-campus during your non-class time?

What type of activities were these?

Were you involved in any RCC-sponsored student activities?

[Did you attend any sporting or cultural events?]
[Were you a member of any clubs or organization?]

C. **RCC Support Services**

How did you decide which courses to take?

[Did you use the student catalogue or do it-yourself?]
[Did you use counseling services?]
Could you get the classes you needed?

If you had any academic difficulties, did you use any on-campus student services like counseling or tutoring?

Why or why not?
Were they helpful to you?

Did you have any problems registering for classes?

Was it easy or was it difficult?

D. **Personal Background**

In your immediate family or among your close friends, are there others who have attended / completed a college education?

Is getting a college degree a strong value for your family?
Have any of your friends or family who have attended college provided you with useful information regarding what is required to be a success in college ?

Think about the significant people in your life, outside of school. Do these people give you much emotional and psychological support for attending college?

If they do not, have they discouraged you from attending school?
Does their encouragement [or lack thereof] have an impact on how well [or how poorly] you perform at school?

3. Students' suggestions for improving RCC

What one change would you recommend for RCC to make it a better place for students?

What additional information do you think new students should be given to help prepare them for life at RCC?

Appendix C

Interview Schedules for Fall '94 & Spring '95 Surveys

D:\DEETEE\SUCCESS\FINAL\SURVEY.DOC 12-21-1994

STUDENT SUCCESS SURVEY
U.S. General Accounting Office

1. Please enter student's
Social Security number.

IDNUM 1:1-9

|__|__|__|__|__|__|__|__|__|

2. Please enter the telephone number now.

PHONE 1:10-16

|__|__|__|-|__|__|__|__|

3. Hello, I'm calling from Riverside Community College's
Research and Planning Office.
I'm calling to speak with
SAY STUDENT NAME HERE.
We're conducting a brief telephone survey of first-time RCC
students to determine how we can make the college more responsive
to your needs. The survey should take only 15 minutes to complete,
and your answers are strictly confidential.
Would you like to take the survey now
or is there a more convenient time for me to call back?

INTRO 1:17

(CHECK ONLY ONE ANSWER)

|__| 1. Yes, take survey now (GO TO QUESTION 5)
|__| 2. No, call back later

4. When should I call you back?

RESCHED 1:18-37

_____

_____

_____

SKIP TO QUESTION 131

==========

5. Interview date.

TODAY 1:38-43

19|__|__|-|__|__|-|__|__|
Year Month Day

D:\DEETEE\SUCCESS\FINAL\SURVEY.DOC 12-21-1994

STUDENT SUCCESS SURVEY
U.S. General Accounting Office

1. Please enter student's
Social Security number.

IDNUM 1:1-9

|__|__|__|__|__|__|__|__|__|

2. Please enter the telephone number now.

PHONE 1:10-16

|__|__|__|-|__|__|__|__|

3. Hello, I'm calling from Riverside Community College's
Research and Planning Office.
I'm calling to speak with
SAY STUDENT NAME HERE.
We're conducting a brief telephone survey of first-time RCC
students to determine how we can make the college more responsive
to your needs. The survey should take only 15 minutes to complete,
and your answers are strictly confidential.
Would you like to take the survey now
or is there a more convenient time for me to call back?

INTRO 1:17

(CHECK ONLY ONE ANSWER)

|__| 1. Yes, take survey now (GO TO QUESTION 5)
|__| 2. No, call back later

4. When should I call you back?

RESCHED 1:18-37

_____

_____

_____

SKIP TO QUESTION 131

==========

5. Interview date.

TODAY 1:38-43

19|__|__|-|__|__|-|__|__|
Year Month Day

6. Start time interview.

STARTIME 1:44-48

|__|__|__|__|

7. What is your main reason for attending RCC?
DO NOT READ THE CATEGORIES BELOW

REASON 1:49-50

(CHECK ONLY ONE ANSWER)

|__| 1. because my parents wanted me to go (GO TO QUESTION 9)
|__| 2. could not find a job (GO TO QUESTION 9)
|__| 3. to get away from home (GO TO QUESTION 9)
|__| 4. to be able to get a better job (GO TO QUESTION 9)
|__| 5. to gain a general education and appreciation of ideas (GO TO QUESTION 9)
|__| 6. to improve reading and study skills (GO TO QUESTION 9)
|__| 7. nothing better to do (GO TO QUESTION 9)
|__| 8. to become a more cultured person (GO TO QUESTION 9)
|__| 9. to be able to make more money (GO TO QUESTION 9)
|__| 10. to learn more about things that interest me (GO TO QUESTION 9)
|__| 11. to prepare for graduate or professional school (GO TO QUESTION 9)
|__| 12. a mentor or role model encouraged me to go (GO TO QUESTION 9)
|__| 13. other (please specify)
|__| 14. [Don't Know / Refused Answer] (GO TO QUESTION 9)

8. What is your main reason for attending RCC?

REAS_OTH 1:51-80

_____

_____

_____

9. Please complete the following statement:
My major concern this semester at RCC is whether:

CONCERN 2:1

(CHECK ONLY ONE ANSWER)

|__| 1. I can succeed academically (GO TO QUESTION 11)
|__| 2. I will fit in at RCC (with students and/or faculty) (GO TO QUESTION 11)
|__| 3. I can financially afford to attend (GO TO QUESTION 11)
|__| 4. Outside obligations will interfere with school (GO TO QUESTION 11)
|__| 5. Other
|__| 6. [Don't Know / Refused Answer] (GO TO QUESTION 11)

STUDENT SUCCESS SURVEY

10. What is your major concern this semester at RCC? CONC_OTH 2:2-31

_____

_____

_____

11. What has been the worst part of attending RCC? WORSTRCC 2:32

(CHECK ONLY ONE ANSWER)

|__| 1. Couldn't get the classes needed (GO TO QUESTION 13)
|__| 2. Hard to balance school demands with work/family (GO TO QUESTION 13)
|__| 3. Financial worries (GO TO QUESTION 13)
|__| 4. Disruptive students in my classes (GO TO QUESTION 13)
|__| 5. Disliked one or more classes (GO TO QUESTION 13)
|__| 6. Bad experience with one or more classes (GO TO QUESTION 13)
|__| 7. Other
|__| 8. [Don't Know / Refused Answer] (GO TO QUESTION 13)

12. What has been the worst part of attending RCC for you? WORSTOTH 2:33-62

_____

_____

_____

13. What has been the best part of attending RCC? BEST_RCC 2:63

(CHECK ONLY ONE ANSWER)

|__| 1. Liked my classes (GO TO QUESTION 15)
|__| 2. Meeting other students (GO TO QUESTION 15)
|__| 3. Meeting some RCC instructors and/or staff (GO TO QUESTION 15)
|__| 4. Extracurricular activities (GO TO QUESTION 15)
|__| 5. The amount that I have learned (GO TO QUESTION 15)
|__| 6. Other
|__| 7. [Don't Know / Refused Answer] (GO TO QUESTION 15)

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14. What was the best part of attending RCC for you?

BEST_OTH 3:1-30

_____

_____

_____

15. Have you decided upon a major/program of study at RCC?

MAJOR 3:31

(CHECK ONLY ONE ANSWER)

|__| 1. Yes
|__| 2. No (GO TO QUESTION 17)
|__| 3. [Don't Know / Refused Answer] (GO TO QUESTION 17)

16. How certain are you that you have chosen the right major?

MAJ_CER 3:32

(CHECK ONLY ONE ANSWER)

|__| 1. very uncertain
|__| 2. uncertain
|__| 3. not sure how certain
|__| 4. certain
|__| 5. very certain
|__| 6. [Don't Know / Refused Answer]

17. How many units are you taking this semester?
ENTER '99' IF DON'T KNOW / REFUSED ANSWER

UNITS 3:33-34

|__|__|

IF (#17 = 99) GO TO #20
IF (#17 < 12) GO TO #18

SKIP TO QUESTION 20

==========

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18. Which of the following reasons most closely describes why you are attending part-time:

PTREASON 3:35

(CHECK ONLY ONE ANSWER)

|__| 1. wanted to adjust to college (GO TO QUESTION 20)
|__| 2. too many outside obligations to attend full-time (GO TO QUESTION 20)
|__| 3. couldn't get the courses I wanted (GO TO QUESTION 20)
|__| 4. can't afford to go full-time (GO TO QUESTION 20)
|__| 5. I prefer to go part-time (GO TO QUESTION 20)
|__| 6. other (specify)

19. Why do you attend RCC part-time?

PT_OTHER 4:1-50

_____

_____

_____

20. Please indicate your level of agreement with the following statements:
It is very important for me to graduate from RCC.

RCC_GRAD 4:51

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

21. I am confident that I made the right choice in attending RCC

RIGHTRCC 4:52

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

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22. My education at RCC will help me secure future employment

FUT_EMP 4:53

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

23. Please complete following statement:
RCC was my:

CHOICE 4:54

(CHECK ONLY ONE ANSWER)

|__| 1. first choice for college
|__| 2. second choice for college
|__| 3. third choice for college
|__| 4. fourth choice for college
|__| 5. lower than fourth choice
|__| 6. [Don't Know / Refused Answer]

24. Again, please indicate your level of agreement with the following statement:
I will likely transfer before attaining a degree at RCC.

TRANSFER 4:55

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

25. It will be easy for me to transfer to another school.

EZ_TRANS 4:56

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

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26. It is very important for me to a get a college degree.

DEG_IMP 4:57

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

27. It is very important to me to finish my program of study.

FIN_IMP 4:58

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

28. Getting good grades is very important to me.

GRADEIMP 4:59

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

29. I am satisfied with the financial support (grants,loans) I have received at RCC.

FIAN_AID 4:60

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

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30. I have NOT experienced financial difficulty while at RCC.

FIN_DIFF 4:61

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

31. Have you had any contact with faculty outside of the classroom?

FCONTACT 4:62

(CHECK ONLY ONE ANSWER)

|__| 1. Yes
|__| 2. No (GO TO QUESTION 38)
|__| 3. [Don't Know / Refused Answer] (GO TO QUESTION 38)

32. How many times have you met with RCC instructors to discuss class related issues?

INSTCLAS 4:63-64

|__|__|

33. How many times have you met with RCC instructors to discuss class performance?

INSTPERF 4:65-66

|__|__|

34. My out-of-class contacts with instructors at RCC have had a positive influence on my career goals.

JOB_INF 4:67

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

35. My out-of-class contacts with instructors at RCC have had a positive influence on my intellectual growth.

INTL_INF 4:68

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

36. My out-of-class contacts with instructors at RCC have had a positive influence on my personal growth, values or attitudes.

PERS_INF 4:69

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

37. Please indicate your level of agreement with the following statements: Overall, I feel that my academic experiences (grade performance, faculty/counselor contact, positive learning climate) at RCC are very good.

ACAD_RCC 4:70

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

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38. It is easy for me to talk to faculty members about my courses.

FAC_EASE 4:71

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

39. How frequently do you have conversations on NON-CLASS matters with instructors at RCC?

PROFTALK 4:72

(CHECK ONLY ONE ANSWER)

|__| 1. Never
|__| 2. Seldom
|__| 3. Ocassionally
|__| 4. Often
|__| 5. Very Often
|__| 6. [Don't Know / Refused Answer]

40. How well do you agree with the following statement? I find making social contacts with other students is very easy at RCC.

SOC_EASE 4:73

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

41. Most of the faculty members I have had contact with are generally interested in students.

FAC_INT 4:74

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

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42. Most of the faculty members I have had contact with are genuinely outstanding or superior teachers.

FAC_QUAL 4:75

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

43. Overall, I feel that my career preparation experiences at RCC are very good. (development of job skill, selection of appropriate career)

CAREER 4:76

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

44. My interest in intellectual ideas (or course-related matters) is increasing as a result of attending RCC.

INTELLCT 4:77

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

45. I feel comfortable asking questions in class at RCC.

COMFORT 4:78

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

46. I often feel out-of-place at RCC.

CLASSFIT 4:79

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

47. I feel that my knowledge and experiences are valued by most RCC instructors.

VALUE_ME 4:80

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

48. I am often bored in class at RCC.

BOREDRCC 5:1

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

49. I enjoy being a student at RCC.

ENJOYRCC 5:2

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

50. I intend to enroll next semester at RCC.

NEXT_SEM 5:3

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

51. Please complete the following sentence:
This semester, my attendance has been...

ATTENDNC 5:4

(CHECK ONLY ONE ANSWER)

|__| 1. perfect, I have not missed any classes
|__| 2. almost perfect, I have missed one or two days of class
|__| 3. pretty good, I have missed 3-5 days of class
|__| 4. sporadic, I have missed more than 6 days
|__| 5. [Don't Know / Refused Answer]

52. Please indicate your level of agreement
with the following statement:
I know an RCC instructor or staff person who will
be very disappointed if I don't succeed academically.

STAFFSAD 5:5

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

53. I have made new friends at RCC that are
helping me to adjust to college.

ADJUST 5:6

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

54. On the average, how many hours per week do you study?

STUDYHRS 5:7

(CHECK ONLY ONE ANSWER)

|__| 1. less than 2 hours
|__| 2. 2 - 5 hours
|__| 3. 5 - 10 hours
|__| 4. 10 - 15 hours
|__| 5. more than 15 hours
|__| 6. [Don't Know / Refused Answer] less than 2 hours

55. What do you think your grades will be at RCC this semester?

GRADESEM 5:8

(CHECK ONLY ONE ANSWER)

|__| 1. Mostly A's and B's
|__| 2. Mostly B's and C's
|__| 3. Mostly C's and D's
|__| 4. Mostly D's and F's
|__| 5. [Don't Know / Refused Answer]

56. On the average, how many hours per week do you visit the library for study or research purposes?

LIBSTUDY 5:9

(CHECK ONLY ONE ANSWER)

|__| 1. less than 2 hours
|__| 2. 2 - 5 hours
|__| 3. 5 - 10 hours
|__| 4. 10 - 15 hours
|__| 5. more than 15 hours
|__| 6. [Don't Know / Refused Answer]

57. Considering all your obligations - work, school, family, how difficult is it for you to keep up with all the demands on your time?

DEMANDS 5:10

(CHECK ONLY ONE ANSWER)

|__| 1. Not Difficult (GO TO QUESTION 60)
|__| 2. Difficult
|__| 3. Very Difficult
|__| 4. [Don't Know / Refused Answer]

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58. Which is your most pressing outside obligation?

DEM_WHAT 5:11

(CHECK ONLY ONE ANSWER)

|__| 1. Work (GO TO QUESTION 60)
|__| 2. Family (GO TO QUESTION 60)
|__| 3. Other

59. What is your most pressing outside obligation?

DEM_OTH 5:12-36

_____

_____

_____

60. Are you progressing toward your educational goals at the pace you expected?

GOAL_EXP 5:37

(CHECK ONLY ONE ANSWER)

|__| 1. Yes, faster than I expected
|__| 2. Yes, about as fast as I expected
|__| 3. No, slower than expected
|__| 4. [Don't Know / Refused Answer]

61. On the average, how often do you have conversations about academic topics with fellow students?

CONVERSE 5:38

(CHECK ONLY ONE ANSWER)

|__| 1. less than twice a week
|__| 2. 2-3 times per week
|__| 3. 4-5 times per week
|__| 4. 6-7 times per week
|__| 5. more than 7 times per week
|__| 6. [Don't Know / Refused Answer]

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62. How well do you agree with the following statements?
My relationships with other students have had a positive influence on my personal growth, values, or attitudes.

PEER_INF 5:39

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

63. The student friendships I have developed at RCC have been personally satisfying.

RCC_PALS 5:40

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

64. Overall, I feel that my social experiences at RCC are very good. (involvement in extracurricular activities such as sports, clubs, organizations, etc.)

SOC_EXP 5:41

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

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65. Overall, I am very active in extracurricular activities.

EX_ACTIV 5:42

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

66. My family encourages me to get a college degree.

FAM_SUPP 5:43

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

67. My family ecourages me to continue attending RCC.

FAM_ENCR 5:44

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

68. My closest friends encourage me to get a college degree.

PAL_COLL 5:45

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

BEST COPY AVAILABLE

69. My closest friends encourage me to continue attending RCC.

PAL_ENCR 5:46

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

70. My employer encourages me to get a college degree.

JOB_DEGR 5:47

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

71. My employer encourages me to continue attending RCC.

JOB_ENCR 5:48

(CHECK ONLY ONE ANSWER)

|__| 1. Strongly Agree
|__| 2. Agree
|__| 3. No Opinion
|__| 4. Disagree
|__| 5. Strongly Disagree
|__| 6. [Don't Know / Refused Answer]

72. How many times did you talk to someone at RCC before you registered for classes?

PRE_TALK 5:49

(CHECK ONLY ONE ANSWER)

|__| 1. None
|__| 2. 1 - 2 times
|__| 3. 3 - 5 times
|__| 4. 6 -10 times
|__| 5. more than 10 times
|__| 6. [Don't Know / Refused Answer]

73. How many times did you visit the campus before deciding to attend?

PREVISIT 5:50

(CHECK ONLY ONE ANSWER)

|__| 1. None
|__| 2. 1 - 2 times
|__| 3. 3 - 5 times
|__| 4. 6 -10 times
|__| 5. more than 10 times
|__| 6. [Don't Know / Refused Answer]

74. Generally, how did you pick your classes this semester?

PICK 5:51

(CHECK ONLY ONE ANSWER)

|__| 1. From the course descriptions in the catalogue (GO TO QUESTION 75)
|__| 2. From the course titles in the schedule of classes (GO TO QUESTION 75)
|__| 3. From a counselor's advice (GO TO QUESTION 77)
|__| 4. From friends' suggestions (GO TO QUESTION 77)
|__| 5. From faculty suggestions (GO TO QUESTION 77)
|__| 6. From counseling department handouts (GO TO QUESTION 77)
|__| 7. Other (GO TO QUESTION 76)

75. How easy was it to use?

PICK_E 5:52

(CHECK ONLY ONE ANSWER)

|__| 1. Very Easy
|__| 2. Easy
|__| 3. No Opinion
|__| 4. Not Easy
|__| 5. Not Easy at All
|__| 6. [Don't Know / Refused Answer]

SKIP TO QUESTION 77

==========

76. What method did you use for picking classes this semester?

PICK_ETC 6:1-50

_____

_____

_____

77. How USEFUL was this method of selecting classes?

PICK_R 6:51

(CHECK ONLY ONE ANSWER)

|__| 1. Not useful
|__| 2. Of Minimal Use
|__| 3. No Opinion
|__| 4. Useful
|__| 5. Very Useful
|__| 6. [Don't Know / Refused Answer]

78. Did you attend an orientation session at RCC?

ORIENT 6:52

(CHECK ONLY ONE ANSWER)

|__| 1. Yes
|__| 2. No (GO TO QUESTION 80)
|__| 3. [Don't Know / Refused Answer] (GO TO QUESTION 80)

79. How helpful was it?

ORIE_RAT 6:53

(CHECK ONLY ONE ANSWER)

|__| 1. Not at all helpful
|__| 2. Helpful
|__| 3. Very helpful
|__| 4. [Don't Know / Refused Answer]

80. Have you designed your educational plan at RCC yet?

EDPLAN 6:54

(CHECK ONLY ONE ANSWER)

|__| 1. Yes
|__| 2. No
|__| 3. [Don't Know / Refused Answer]

81. How satisfied are you with the availability of courses at RCC?

AVAILCOR 6:55

(CHECK ONLY ONE ANSWER)

|__| 1. Very Unsatisfied
|__| 2. Unsatisfied
|__| 3. No Opinion
|__| 4. Satisfied
|__| 5. Very Satisfied
|__| 6. [Don't Know / No Response]

82. How satisfied are you with the availability of lab and library services at RCC?

AVAILLAB 6:56

(CHECK ONLY ONE ANSWER)

|__| 1. Very Unsatisfied
|__| 2. Unsatisfied
|__| 3. No Opinion
|__| 4. Satisfied
|__| 5. Very Satisfied
|__| 6. [Don't Know / No Response]

83. Were you ever REFERRED to any of the following services:
PLEASE TOGGLE ON THE SPACEBAR
TO CHECK ALL THAT APPLY

REFER 6:57-63

(CHECK ALL THAT APPLY)

|__| 1. tutorial programs?
|__| 2. academic counseling?
|__| 3. career / transfer services?
|__| 4. disabled / learning disabilities services?
|__| 5. EOPS (Extended Opportunity Programs and Services)?
|__| 6. Veteran's Assistance?
|__| 7. Puente program?

84. Did you ever USE tutorial programs?

TUTR_USE 6:64

(CHECK ONLY ONE ANSWER)

|__| 1. Yes
|__| 2. No (GO TO QUESTION 87)
|__| 3. [Don't Know / Refused Answer] (GO TO QUESTION 87)

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85. Approximately how many times?
ENTER '99' IF DON'T KNOW / REFUSED ANSWER]

TUT_MANY 6:65-66

|__|__|

86. How would you rate the quality of service?

TUT_RATE 6:67

(CHECK ONLY ONE ANSWER)

|__| 1. very poor
|__| 2. poor
|__| 3. average
|__| 4. good
|__| 5. excellent
|__| 6. [Don't Know / Refused Answer]

87. Did you ever use counseling services?

COUN_USE 6:68

(CHECK ONLY ONE ANSWER)

|__| 1. Yes
|__| 2. No (GO TO QUESTION 94)
|__| 3. [Don't Know / Refused Answer] (GO TO QUESTION 94)

88. Approximately how many times?
ENTER '99' IF DON'T KNOW / REFUSED ANSWER

CON_MANY 6:69-70

|__|__|

89. Were most of your visits scheduled
or were they walk-in appointments?

COUN_APP 6:71

(CHECK ONLY ONE ANSWER)

|__| 1. Scheduled appointment
|__| 2. Walk-In Appointment
|__| 3. [Don't Know / Refused Answer]

90. How many different counselors
have you seen?
ENTER '99' IF DON'T KNOW / REFUSED ANSWER

COUNMANY 6:72-73

|__|__|

IF (#90 = 99) GO TO #93
IF (#90 = 1) GO TO #93

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91. Why did you see more than one counselor?

GT1_COUN 6:74

(CHECK ONLY ONE ANSWER)

|__| 1. Counselor was unavailable (GO TO QUESTION 93)
|__| 2. Dissatisfied with previous counselor (GO TO QUESTION 93)
|__| 3. Wanted a more compatible counselor (GO TO QUESTION 93)
|__| 4. Other
|__| 5. [Don't Know / Refused Answer] (GO TO QUESTION 93)

92. Why did you see more than one counselor?

COUN_OTH 7:1-30

_____

_____

_____

93. How would you rate the quality of service?

CON_RATE 7:31

(CHECK ONLY ONE ANSWER)

|__| 1. Very Poor
|__| 2. Poor
|__| 3. Average
|__| 4. Good
|__| 5. Excellent
|__| 6. [Don't Know / Refused Answer]

94. Did you ever use career or transfer services?

CAR_SERV 7:32

(CHECK ONLY ONE ANSWER)

|__| 1. Yes
|__| 2. No (GO TO QUESTION 97)
|__| 3. [Don't Know / Refused Answer] (GO TO QUESTION 97)

95. Approximately how many times?
ENTER '99' IF DON'T KNOW / REFUSED ANSWER

CAR_MANY 7:33-34

|__|__|

96. How would you rate the quality of service?

CAR_RATE 7:35

(CHECK ONLY ONE ANSWER)

|__| 1. Very Poor
|__| 2. Poor
|__| 3. Average
|__| 4. Good
|__| 5. Excellent
|__| 6. [Don't Know / Refused Answer]

97. Did you ever use disabled students programs or services?

DSPS 7:36

(CHECK ONLY ONE ANSWER)

|__| 1. Yes
|__| 2. No (GO TO QUESTION 100)
|__| 3. [Don't Know / Refused Answer] (GO TO QUESTION 100)

98. Approximately how many times?
ENTER '99' IF DON'T KNOW / REFUSED ANSWER

DS_MANY 7:37-38

|__|__|

99. How would you rate the quality of service?

DSP_RATE 7:39

(CHECK ONLY ONE ANSWER)

|__| 1. Very Poor
|__| 2. Poor
|__| 3. Average
|__| 4. Good
|__| 5. Excellent
|__| 6. [Don't Know / Refused Answer]

100. Did you ever use Extended Opportunity Programs and Services (EOPS)?

EOPS_USE 7:40

(CHECK ONLY ONE ANSWER)

|__| 1. Yes
|__| 2. No (GO TO QUESTION 103)
|__| 3. [Don't Know / Refused Answer] (GO TO QUESTION 103)

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101. Approximately how many times?
ENTER '99' IF DON'T KNOW / REFUSED ANSWER

|__|__|

EOP_MANY 7:41-42

102. How would you rate the quality of service?

(CHECK ONLY ONE ANSWER)

EOP_RATE 7:43

|__| 1. Very Poor
|__| 2. Poor
|__| 3. Average
|__| 4. Good
|__| 5. Excellent
|__| 6. [Don't Know / Refused Answer]

103. Did you ever use Veteran's assistance services?

(CHECK ONLY ONE ANSWER)

VETS_USE 7:44

|__| 1. Yes
|__| 2. No (GO TO QUESTION 106)
|__| 3. [Don't Know / Refused Answer] (GO TO QUESTION 106)

104. Approximately how many times?
ENTER '99' IF DON'T KNOW / REFUSED ANSWER

|__|__|

VET_MANY 7:45-46

105. How would you rate the quality of service?

(CHECK ONLY ONE ANSWER)

VET_RATE 7:47

|__| 1. Very Poor
|__| 2. Poor
|__| 3. Average
|__| 4. Good
|__| 5. Excellent
|__| 6. [Don't Know / Refused Answer]

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106. Did you ever use Puente services?

PUEN_USE 7:48

(CHECK ONLY ONE ANSWER)

|__| 1. Yes
|__| 2. No (GO TO QUESTION 108)
|__| 3. [Don't Know / Refused Answer] (GO TO QUESTION 108)

107. How do you rate the quality of the program?

PUENRATE 7:49

(CHECK ONLY ONE ANSWER)

|__| 1. Very Poor
|__| 2. Poor
|__| 3. Average
|__| 4. Good
|__| 5. Excellent
|__| 6. [Don't Know / Refused Answer]

108. Are you living with your parents?

HOMERESP 7:50

(CHECK ONLY ONE ANSWER)

|__| 1. Yes (GO TO QUESTION 109)
|__| 2. No (GO TO QUESTION 110)
|__| 3. [Don't Know / Refused Answer] (GO TO QUESTION 110)

109. What is your best estimate of your PARENTS' total income last year?

INCOME_P 7:51

(CHECK ONLY ONE ANSWER)

|__| 1. less than $10,000
|__| 2. $10,000 - $19,999
|__| 3. $20,000 - $34,999
|__| 4. $35,000 - $54,999
|__| 5. $55,000 - $79,999
|__| 6. $80,000 or more
|__| 7. [Don't Know / Refused Answer]

SKIP TO QUESTION 111

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110. What is your best estimate of
YOUR total income last year?

INCOME_K 7:52

(CHECK ONLY ONE ANSWER)

|__| 1. less than $10,000
|__| 2. $10,000 - $19,999
|__| 3. $20,000 - $34,999
|__| 4. $35,000 - $54,999
|__| 5. $55,000 - $79,999
|__| 6. $80,000 or more
|__| 7. [Don't Know / Refused Answer]

111. What is the highest level of formal
education attained by your FATHER?
DO NOT READ THESE CHOICES

POP_ED 7:53

(CHECK ONLY ONE ANSWER)

|__| 1. less than high school
|__| 2. some high school
|__| 3. high school graduate / or equivalent
|__| 4. postsecondary school (other than college)
|__| 5. some college
|__| 6. college degree
|__| 7. some graduate education or graduate degree
|__| 8. [Don't Know / Refused Answer]

112. What is the highest level of formal
education attained by your MOTHER?
DO NOT READ THESE CHOICES

MOM_ED 7:54

(CHECK ONLY ONE ANSWER)

|__| 1. less than high school
|__| 2. some high school
|__| 3. high school graduate / or equivalent
|__| 4. postsecondary school
|__| 5. other than college
|__| 6. some college
|__| 7. college degree
|__| 8. some graduate school or graduate degree
|__| 9. [DON'T KNOW /REFUSED ANSWER]

113. What is the highest degree you intend to earn?
DO NOT READ THESE CHOICES

DEG_GOAL 7:55-56

(CHECK ONLY ONE ANSWER)

|__| 1. none
|__| 2. high school
|__| 3. vocational certificate
|__| 4. Associate (A.A. or equiv)
|__| 5. Bachelor's (B.A. or equiv)
|__| 6. Master's (MA,MS,etc.)
|__| 7. Ph.D or Ed.D.or graduate degree
|__| 8. M.D., D.D.S, D.O., or D.V.M.
|__| 9. LL.B. or J.D. (law)
|__| 10. other
|__| 11. [DON'T KNOW / REFUSED ANSWER]

114. Are you receiving financial aid while attending RCC?

FIN_AID 7:57

(CHECK ONLY ONE ANSWER)

|__| 1. Yes
|__| 2. No (GO TO QUESTION 117)
|__| 3. [Don't Know / Refused Answer] (GO TO QUESTION 117)

115. What percentage of your living expenses is paid with financial aid?
ENTER '999' IF DON'T KNOW /REFUSED ANSWER

LIV_PERC 7:58-60

|__|__|__|

116. What percentage of your education is paid with financial aid?
ENTER '999' IF DON'T KNOW /REFUSED ANSWER

ED_PERC 7:61-63

|__|__|__|

117. Are you employed on campus?

OC_WORK 7:64

(CHECK ONLY ONE ANSWER)

|__| 1. Yes
|__| 2. No (GO TO QUESTION 119)
|__| 3. [Don't Know / Refused Answer] (GO TO QUESTION 119)

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118. Do you receive work study funds?

WORKSTDY 7:65

(CHECK ONLY ONE ANSWER)

|__| 1. Yes
|__| 2. No
|__| 3. [Don't Know / Refused Answer]

119. How many hours per week do you work at outside job(s)?

OFF_WHRS 7:66

(CHECK ONLY ONE ANSWER)

|__| 1. None
|__| 2. 1 - 10 hours
|__| 3. 11 - 20 hours
|__| 4. 21 - 30 hours
|__| 5. 31 - 40 hours
|__| 6. Over 40 hours
|__| 7. [Don't Know / Refused Answer]

120. How many years had you been away from school before attending RCC this Fall?
ENTER '99' IF DON'T KNOW /REFUSED ANSWER

COLL_GAP 7:67-68

|__|__|

121. Do you have any dependents (children, parents)?

CHILDREN 7:69

(CHECK ONLY ONE ANSWER)

|__| 1. Yes
|__| 2. No (GO TO QUESTION 123)
|__| 3. [Don't Know /Refused Answer] (GO TO QUESTION 123)

122. How many dependents do you have?
ENTER '99' IF DON'T KNOW / REFUSED ANSWER

KID_MANY 7:70-71

|__|__|

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123. How many hours per week do you spend in family activities?
ENTER '99' IF DON'T KNOW / REFUSED ANSWER

HRS_FAM 7:72-73

|__|__|

124. Typically, how many minutes does it take you to commute to school one-way?
ENTER '999' IF DON'T KNOW / REFUSED ANSWER

COMMUTE 7:74-76

|__|__|__|

125. End time interview.

ENDTIME 8:1-5

|__|__|__|__|__|

126. We will be calling you back in February to see how you are doing. What would be the best phone number to use to contact you?
(IF IT IS THE SAME NUMBER AS THE ONE CURRENTLY CALLING, PLEASE ASK THEM TO REPEAT IT.)

PHONEFEB 8:6-12

|__|__|__|-|__|__|__|__|

SKIP TO QUESTION 129

---

127. Is there a better time to continue this interview?

BACKOUT 8:13

(CHECK ONLY ONE ANSWER)

|__| 1. Yes (GO TO QUESTION 128)
|__| 2. No (GO TO QUESTION 129)

128. When should I call you back?

RESCHED2 8:14-43

_____

_____

_____

SKIP TO QUESTION 131

---

129. Thank you for your help with this survey.
Your time and responses will help us improve
Riverside Community College in future semesters.
Thank you and goodbye.
H A N G U P T H E P H O N E N O W

GOODBYE

Press Enter to continue...

130. Please enter your initials to be
properly credited for this interview.

CALLERID 8:44-45

|__|__|

SKIP TO QUESTION 132

==========

131. Thank you for your interest
and we'll call you later
to complete this interview.
Goodbye.
H A N G U P T H E P H O N E N O W

FAKE_BYE

Press Enter to continue...

132. Get ready for the next interview.

ADIOS

Press Enter to continue...

C:\FOLLOWUP\FOLLOWUP.SVY 3-29-1995

STUDENT SUCCESS SURVEY
U.S. General Accounting Office

1. Please enter student's ID Number.

IDNUM 1:1-9

|__|__|__|__|__|__|__|__|__|

2. Please enter the telephone number now.

PHONE 1:10-16

|__|__|__|-|__|__|__|__|

3. Hello. I am calling from RCC's Research and Planning Office to speak with _____. Is he/she available to speak with me?

AVAIL 1:17

(CHECK ONLY ONE ANSWER)

|__| 1. Yes (GO TO QUESTION 11)
|__| 2. No
|__| 3. [Don't Know / Refused Answer]

4. Is there a weeknight or a time on Saturday that I might be able to reach that person?

AV_WHEN 1:18

(CHECK ONLY ONE ANSWER)

|__| 1. Yes (GO TO QUESTION 5)
|__| 2. No (GO TO QUESTION 6)
|__| 3. [Don't Know / Refused Answer] (GO TO QUESTION 6)

5. When should I call back?

TIMEWHEN 1:19-48

_____

_____

_____

SKIP TO QUESTION 10

==========

6. Could I leave a message for that person with you?

MESSAGE 1:49

(CHECK ONLY ONE ANSWER)

|__| 1. Yes (GO TO QUESTION 7)
|__| 2. No (GO TO QUESTION 8)
|__| 3. [Don't Know / Refused Answer] (GO TO QUESTION 8)

7. Would you ask this person to call the RCC Research and Planning Office at 222-8076 for a follow-up interview. The interview will only take about 5-10 minutes.

MSG_TEXT

Please press ENTER to continue...

SKIP TO QUESTION 10

==========

8. Is there another number where I could reach this person?

NEW_NUM 1:50

(CHECK ONLY ONE ANSWER)

|__| 1. Yes
|__| 2. No (GO TO QUESTION 10)
|__| 3. [Don't Know / Refused Answer] (GO TO QUESTION 10)

9. What is the number?

NEWPHONE 1:51-57

|__|__|__|-|__|__|__|__|

10. Thank you for your time.
H A N G U P T H E P H O N E N O W

THANKOUT

Press ENTER to continue...

SKIP TO QUESTION 65

==========

11. Hello _____. I'm calling from RCC's Research and Planning Office to follow-up on the interview we had with you last semester. This part of the interview takes only about five minutes. Your responses will be kept confidential and you can decline to answer any questions you wish. Would you like to take the survey now?

SPIEL 1:58

(CHECK ONLY ONE ANSWER)

|__| 1. Yes (GO TO QUESTION 13)
|__| 2. No (GO TO QUESTION 12)
|__| 3. [Don't Know / Refused Answer] (GO TO QUESTION 12)

12. When would be a more convenient time for you? (If respondent refuses press "Enter" and record the disposition code appropriately.)

RESCHED2 2:1-30

_____

_____

_____

SKIP TO QUESTION 10

13. Interview date.

TODAY 2:31-36

19|__|__|-|__|__|-|__|__|
Year Month Day

14. Interview start-time.

STARTIME 2:37-41

|__|__|__|__|__|

15. Are you attending RCC this semester?

RCCSP95 2:42

(CHECK ONLY ONE ANSWER)

|__| 1. Yes (GO TO QUESTION 24)
|__| 2. No
|__| 3. [Don't Know / Refused Answer] (GO TO QUESTION 24)

16. Which of the following reasons were important in deciding to leave RCC?
(CHECK ALL THAT APPLY BY USING SPACE BAR)

REASON 2:43-58

(CHECK ALL THAT APPLY)

|__| 1. 1. you were bored with courses
|__| 2. 2. the courses were too difficult or too much work
|__| 3. 3. you couldn't get the courses you wanted
|__| 4. 4. you weren't progressing fast enough toward your degree or goal
|__| 5. 5. weren't certain what you wanted to do
|__| 6. 6. you didn't really want to go to RCC in the first place
|__| 7. 7. you had too hectic a schedule to keep (work/family/school)
|__| 8. 8. you felt like you didn't belong at RCC
|__| 9. 9. you missed your high school friends
|__| 10. 10. you needed to work full-time to make more money
|__| 11. 11. RCC's lack of available parking spaces
|__| 12. 12. RCC staffs' and faculty's attitude toward students
|__| 13. 13. RCC students' attitude toward other students
|__| 14. 14. you weren't academically prepared for college
|__| 15. 15. Other (Please Specify)
|__| 16. 99. [Don't Know / Refused Answer--
DON'T USE WITH OTHER ANSWERS!!] (GO TO QUESTION 20)

17. Which of those reasons was the single
MOST IMPORTANT reason for your leaving RCC?
#16.
Enter number on next screen.

REASCONF

Press Enter to continue...

18. Enter code here.

REAS_NUM 2:59-60

|__|__|

IF (#18 = 15) GO TO #19

SKIP TO QUESTION 20
==========

19. What other reason was important to leaving RCC?

LEAVOTH 3:1-45

_____

_____

_____

20. Are you attending another college or university this semester?

DIF_COLL 3:46

(CHECK ONLY ONE ANSWER)

|__| 1. Yes (GO TO QUESTION 24)
|__| 2. No
|__| 3. [Don't Know / Refused Answer]

21. Do you plan to attend RCC sometime in the future?

RCC_FUT 3:47

(CHECK ONLY ONE ANSWER)

|__| 1. Yes (GO TO QUESTION 23)
|__| 2. No
|__| 3. [Don't Know / Refused Answer]

22. Do you plan to attend another college or university sometime in the future?

OTH_FUT 3:48

(CHECK ONLY ONE ANSWER)

|__| 1. Yes
|__| 2. No (GO TO QUESTION 25)
|__| 3. [Don't Know / Refused Answer] (GO TO QUESTION 25)

23. When do you think you will be attending?

FUT_WHEN 3:49

(CHECK ONLY ONE ANSWER)

|__| 1. within the next 6 months
|__| 2. 6 months to 1 year
|__| 3. 1-2 years
|__| 4. 2 or more years from now
|__| 5. [Don't Know / Refused Answer]

SKIP TO QUESTION 25

==========

24. How many units are you taking this semester?

UNITS 3:50-51

|__|__|

25. Are you currently employed?

EMPLOYED 3:52

(CHECK ONLY ONE ANSWER)

|__| 1. Yes
|__| 2. No (GO TO QUESTION 27)
|__| 3. [Don't Know / Refused Answer] (GO TO QUESTION 27)

26. On the average, how many hours per week do you work?

HRS_WK 3:53-55

|__|__|__|

27. The next series of questions will ask about your experience at RCC last Fall. Your answers to the following will help us understand where we need to improve services. Last Fall at RCC, how often did you think about quitting school?

RCC_QUIT 3:56

(CHECK ONLY ONE ANSWER)

|__| 1. frequently, more than once a week
|__| 2. occasionally, several times during the semester
|__| 3. not too much, a few times during the semester
|__| 4. never, didn't consider leaving (GO TO QUESTION 59)
|__| 5. [Don't Know / Refused Answer] (GO TO QUESTION 59)

28. When you thought about quitting last Fall, we want to know which things made you WANT TO LEAVE the most. On a scale of 1 to 5, with 1 being NOT INFLUENTIAL and 5 being VERY INFLUENTIAL, how influential was BEING BORED WITH YOUR COURSES in your considering leaving RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

BOR_COUR 3:57

|__|

LOWEST VALUE = 1

29. On a scale of 1 to 5, how influential was
YOUR COURSES BEING TOO DIFFICULT OR TOO MUCH WORK
in your considering leaving RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

TOO_HARD 3:58

|__|

LOWEST VALUE = 1

30. On a scale of 1 to 5, how influential was
NOT BEING ABLE TO GET INTO COURSES OR PROGRAMS YOU WANTED
in your considering leaving RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

NOCOURSE 3:59

|__|

LOWEST VALUE = 1

31. On a scale of 1 to 5, how influential was
NOT PROGRESSING FAST ENOUGH TOWARD YOUR DEGREE OR GOAL
in your considering leaving RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

TOO_SLOW 3:60

|__|

LOWEST VALUE = 1

32. On a scale of 1 to 5, how influential was
NOT BEING CERTAIN WHAT YOU WANTED TO DO
in your considering leaving RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

UNSURE 3:61

|__|

LOWEST VALUE = 1

33. On a scale of 1 to 5, how influential was
NOT REALLY WANTING TO GO TO RCC IN THE FIRST PLACE
in your considering leaving RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

RCC_YUK 3:62

|__|

LOWEST VALUE = 1

34. On a scale of 1 to 5, how influential was
HAVING TOO HECTIC A SCHEDULE TO KEEP (WORK/FAMILY/SCHOOL)
in your considering leaving RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

HECTIC 3:63

|__|

LOWEST VALUE = 1

35. On a scale of 1 to 5, how influential was
FEELING LIKE YOU DIDN'T BELONG AT RCC
in your considering leaving RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

BAD_FIT 3:64

|__|

LOWEST VALUE = 1

36. On a scale of 1 to 5, how influential was
MISSING YOUR HIGH SCHOOL FRIENDS
in your considering leaving RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

MISS_HS 3:65

|__|

LOWEST VALUE = 1

37. On a scale of 1 to 5, how influential was
NEEDING TO WORK FULL-TIME TO MAKE MORE MONEY
in your considering leaving RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

WORK_FT 3:66

|__|

LOWEST VALUE = 1

38. On a scale of 1 to 5, how influential was
THE LACK OF AVAILABLE PARKING SPACES
in your considering leaving RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

PARKING 3:67

|__|

LOWEST VALUE = 1

39. On a scale of 1 to 5, how influential was
RCC STAFF AND FACULTY ATTITUDES TOWARD STUDENTS
in your considering leaving RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

STAF_ATT 3:68

|__|

LOWEST VALUE = 1

40. On a scale of 1 to 5, how influential was
STUDENT ATTITUDES TOWARD OTHER STUDENTS
in your considering leaving RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

STUD_ATT 3:69

|__|

LOWEST VALUE = 1

41. On a scale of 1 to 5, how influential was
NOT BEING ACADEMICALLY PREPARED FOR COLLEGE
in your considering leaving RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

BAD_PREP 3:70

|__|

LOWEST VALUE = 1

42. Was there any other factor that was influential
in your considering leaving RCC last Fall?
(If there are no other factors, enter NONE.)

LEAV_OTH 4:1-50

_____

_____

_____

43. When you thought about quitting last Fall,
what things made you WANT TO STAY in school the most?
On a scale of 1 to 5,
with 1 being NOT INFLUENTIAL and 5 being VERY INFLUENTIAL,
how influential was
ENJOYING BEING A STUDENT
in your considering STAYING at RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

LIKESTUD 4:51

|__|

LOWEST VALUE = 1

44. On a scale of 1 to 5, how influential was
MISSING THE EXTRACURRICULAR ACTIVITIES (SPORTS, BAND, ASRCC)
in your considering staying at RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

XTRA_CUR 4:52

|__|

LOWEST VALUE = 1

45. On a scale of 1 to 5, how influential was
FEELING LIKE YOU WERE LEARNING A LOT AT RCC
in your considering staying at RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

LEARNLOT 4:53

|__|

LOWEST VALUE = 1

46. On a scale of 1 to 5, how influential was
LIKING YOUR TEACHERS
in your considering staying at RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

LIKEPROF 4:54

|__|

LOWEST VALUE = 1

47. On a scale of 1 to 5, how influential was
LIKING YOUR CLASSES
in your considering staying at RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

LIKECLAS 4:55

|__|

LOWEST VALUE = 1

48. On a scale of 1 to 5, how influential was
NOT WANTING TO DISAPPOINT YOUR FAMILY BY LEAVING
in your considering staying at RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

DIS_FAM 4:56

|__|

LOWEST VALUE = 1

49. On a scale of 1 to 5, how influential was
NOT WANTING TO DISAPPOINT YOUR FRIENDS BY LEAVING
in your considering staying at RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

DIS_PALS 4:57

|__|

LOWEST VALUE = 1

50. On a scale of 1 to 5, how influential was
NOT WANTING TO DISAPPOINT AN RCC FACULTY/STAFF
MEMBER BY LEAVING
in your considering staying at RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

DIS_STAF 4:58

|__|

LOWEST VALUE = 1

51. On a scale of 1 to 5, how influential was
NOT BEING ABLE TO FIND A FULL-TIME JOB YOU WANTED
in your considering staying at RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

NO_JOBS 4:59

|__|

LOWEST VALUE = 1

52. On a scale of 1 to 5, how influential was
NOT KNOWING WHAT ELSE TO DO
in your considering staying at RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

WHAT2DO 4:60

|__|

LOWEST VALUE = 1

53. On a scale of 1 to 5, how influential was
THE POTENTIAL FINANCIAL HURT OF LEAVING
(PARENTS/FINANCIAL AID CUTOFF)
in your considering staying at RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

FIN_HURT 4:61

|__|

LOWEST VALUE = 1

54. On a scale of 1 to 5, how influential was
THE IMPORTANCE OF A DEGREE
OR CERTIFICATE IN YOUR CAREER PLANS
in your considering staying at RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

CAREER 4:62

|__|

LOWEST VALUE = 1

55. On a scale of 1 to 5, how influential was
LIKING THE CAMPUS FACILITIES AND ENVIRONMENT
in your considering staying at RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

ENVIR 4:63

|__|

LOWEST VALUE = 1

56. On a scale of 1 to 5, how influential was
LIKING THE CONVENIENCE
OF ATTENDING RCC
in your considering staying at RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

CONVEN 4:64

|__|

LOWEST VALUE = 1

57. On a scale of 1 to 5, how influential was LIKING THE LOW COST OF ATTENDING RCC in your considering staying at RCC?
(1=NOT INFLUENTIAL)
(5=VERY INFLUENTIAL)
(Enter 9 IF DON'T KNOW / REFUSED ANSWER)

LOW_COST 4:65

|__|

LOWEST VALUE = 1

58. Was there any other factor that was influential in your considering staying at RCC last Fall?
(If there are no other factors, enter NONE.)

STAY_OTH 5:1-50

_____

_____

_____

59. Would you recommend attending RCC to your friends?

RECOMND 5:51

(CHECK ONLY ONE ANSWER)

|__| 1. Yes
|__| 2. No
|__| 3. [Don't Know / Refused Answer]

60. Overall, how satisfied were you with your academic performance at RCC last semester?

ACAD_RCC 5:52

(CHECK ONLY ONE ANSWER)

|__| 1. Very Satisfied
|__| 2. Satisfied
|__| 3. No Opinion
|__| 4. Dissatisfied
|__| 5. Very Dissatisfied
|__| 6. [Don't Know / Refused Answer]

61. Overall, how satisfied were you with the quality of instruction you received at RCC last semester?

QUAL_RCC 5:53

(CHECK ONLY ONE ANSWER)

|__| 1. Very Satisfied
|__| 2. Satisfied
|__| 3. No Opinion
|__| 4. Dissatisfied
|__| 5. Very Dissatisfied
|__| 6. [Don't Know / Refused Answer]

62. That concludes our interview. Are there any comments you'd like to make about RCC that we didn't cover? (Type NONE if no comments.)

COMMENT 6:1-50

_____

_____

_____

63. Thank you very much for your time. Your responses will be used to help improve the College's services to students. Good bye.
H A N G U P T H E P H O N E N O W

OUTSPIEL

Press ENTER to continue...

64. Interview end time.

ENDTIME 6:51-55

|__|__|__|__|__|

65. Please check the appropriate call disposition.

DISP 6:56-57

(CHECK ONLY ONE ANSWER)

|__| 1. No answer after 5 rings
|__| 2. Busy, after immediate redial
|__| 3. answering machine (residence)
|__| 4. Household language barrier
|__| 5. Answered by nonresident
|__| 6. Household refusal
|__| 7. Immediate hang-up without comment
|__| 8. Disconnected or nonworking number
|__| 9. Temporarily disconnected
|__| 10. Business, Other nonresidence
|__| 11. Desired subject not available
|__| 12. Contact only
|__| 13. Selected respondent temporarily unavailable
|__| 14. Language barrier with selected respondent
|__| 15. Refusal by selected respondent
|__| 16. partial interview
|__| 17. partial interview (refusal)
|__| 18. COMPLETED INTERVIEW!!

66. Please enter your initials to be properly credited for this interview.

CALLERID 6:58-59

|__|__|

67. Get ready for your next interview...

ADIOS

Please press ENTER to continue...

Appendix D

Focus Group Conversation Summaries

PARAPHRASED FOCUS GROUP CONVERSATIONS

Transcripts
Student Success Survey
Institutional Research
23 July 1994

Axelson Group

Meeting began with a welcome and brief explanation of how meeting would proceed. Participants were invited to answer honestly and openly. Five students were interviewed as follows:

Question #1 "When did you decide to attend RCC and why?"

Location, cost. Get general ed. then transfer.
Trying to get into nursing program. Also close.
Beautiful campus. Not location, but really like campus and school, doesn't mind drive from Fontana. Also didn't want to attend school with friends who had no direction.
Location, just moved to county. I am retired, need to start over again, find new career.

Question #2 "Do you think about dropping out or taking a semester off?"

I'm thinking of changing schools because I can't get classes.
All agree can't get classes, very frustrating. Financial problems also.
Feel that if paying to come here, should get classes that are needed and/or wanted.
Feel that RCC does not offer enough for the older (45+) student who needs training.
Yes because instructors seem burnt out.
No, have difficulties yes, but it's worth it.
yes because I can't get financial aid and can't find a job.
NEED TO ADD MORE CLASSES

Question #3 "What were some of your biggest surprises when you started attending RCC?"

The chairs are not big enough. I was very uncomfortable. But I was surprised at how friendly the young kids were.
Courses were easy.
Instructors talk over our heads.
Tiger talk needs improvement
Classes too full, difficult to get classes
Good environment. People are friendly.
Like extracurricular activities.
Not enough library hours
Like having security at night

Question #4 Have you used any of the tutoring or counseling services?
None of those present had used tutoring services.
All present had tried counseling and all were unhappy with

results.
One student tried to see counselor before registering to get help with choosing classes, etc. was told to come back after classes started, that the counseling office was busy with registration. What good is having them if you can't see them when you need them?
They do not discuss anything with you.
I was told to go get one of the papers with my major on it and take those classes.

Question #5 How would you describe the environment here at RCC; Students and atmosphere friendly?
Hate it. I have been called names and hassled. Have had a hard time making friends.
There is a group of people that hang out outside the Quad that are very rude. It is not a fun place to be most of the time.

Question #6 Were you involved in any student sponsored activities?
Not really. Activities are ok, but they are not announced very well. Never know what is happening when.
It is not real clear what clubs are doing what, or even which ones are in existence and how to join them.
Need a billboard or something to announce what is happening on all parts of campus; sports, clubs, student government etc.

Question #7 Do you spend any time on campus during your non-class time?
Spend a lot of time here in the spring during performance season.
I wouldn't spend time here outside my classes for social purposes.
Would spend more time if library was better and there were computers available for students who are not signed up for a lab class

Question #8 What one change would you recommend for RCC to make it a better place for students?

More classes at all campuses.
More required sections added. Better description of class in catalog. Also include a list of required supplies.
Unfair grading among different classes. Needs monitoring.

Transcripts
Student Success Survey
Institutional Research
23 July 1994

D. Burnette Group

Meeting began with a welcome and brief explanation of how meeting would proceed. Participants were invited to answer honestly and openly. Students were interviewed as follows:

Question #1 "When did you decide to attend RCC and why?"

Right after Senior year, decided to come here to save money and get grades up. It's also a lot closer.
I have units from all over, haven't done anything for about twelve years, so I decided to come back and update my education. Daughter graduated from here and had a good experience and she encouraged me to go back.
I work with computers, decided needed to come back and get updated.
Came back to enhance my career and work toward marketing degree, have been working for large company.

Question #3 "Do you think about dropping out or taking a semester off?"

I don't like walking from class to class in the hot weather, I may leave for that reason.
I don't want to quit, but sometimes my work schedule conflicts.
I have thought about it to get a full time job but my parents want me to finish at least four years.
I did drop out because the professor half the time did not show up and when he did show, he basically handed out an assignment and left, basically no lecture.

Question #4 "What were some of your biggest surprises when you started attending RCC?"

Not enough classes. Does not offer anything for those who have enough experience to bypass some of the lower courses required to move on to upper division. Also does not offer classes in order; often the beginning class is offered, and then the next class is not available the following semester. Very frustrating when trying to complete a curriculum in a certain amount of time, or just having to wait to continue. Also need more lab hours.

Question #5 What have been some of your best experiences here so far?
Have met a lot of nice people. Enjoyed instructor very much.

Question #6 "Do you feel that you were academically well-prepared for what was required of you at RCC?" (reading, math, etc.)

Yes, I feel that I was in English, but not really for mathematics.
I feel that I was prepared for everything but some of the more difficult arithmetic.

Question #6 "If you could do anything to improve your classroom experience here at RCC, what would it be?

Instructors are not taking time to find out the needs of the students, and are often catering to the student just out of High School. My instructor was absent two out of the four classes I attended and when he was present, it was only long enough to give us the home work and leave.

Question #7 "How would you rate your textbooks and how would you rate your classmates?"

It appeared that many of my classmates were in the class because it is what they were told they needed, but it seemed that some of them did not necessarily have the skills to be there.
Part of the success of a textbook is the instructor. The purpose of taking a class is to learn something you don't know. The text book should be part of the instruction, not all.
Felt a lot of the text book was wasted on information we did not and could not use. Felt there was a good mix of students.
I've gotten more out of the lectures than the textbooks.
Books are too expensive. Frustrating to buy a very expensive book and the instructor only uses a few chapters from it.
Did not understand much of the book.

Question #8 "What was the worst and best part of your college experience and why? And are you happy with the education you have received?"

Felt like personal individual skills were not assessed and time was wasted working on things I knew or did not need. Need a program for older returning students who have skills.
In the computer lab, many times I would ask a question and instead of answering of showing me what to do, the individual who helped me would do it for me. Frustrating because I was not given the opportunity to learn to do it myself.
I had a tutor for biology who helped very little, I thought that they needed to be more qualified.
I thought my instructor was great! Was very enthusiastic and made the class enjoyable.
I was a returning student and was not sure if I would be able to keep up with the work, but I got a good grade and feel very good about myself.
The most exciting thing is the accomplishment, and realizing how much more there was to what I was doing. Also, coming from a working background, there were things I knew that most of the students can't get in a classroom, so that was nice too.
All but one answer yes, they are happy with the education they have received so far.

Question #9 "How would you describe the environment here at RCC?"

Friendly, I like the diversity of people.
I feel safe at the Moreno Valley Campus.
I felt that after paying for tuition and books, to ask me to pay so much for parking was crazy. My whole experience was very unpleasant.
There are no signs to tell you where anything is.

Question #10 "Have you had any problems making friends? Did you participate in any study groups?"

Night students say they did not make many friends because they have limited time and need to get in and out of class in an allotted time, do not have a lot of extra. None present

participated in any groups or clubs.
Question #11 "Did you spend any time on-campus during your non-class time?"

All present answered no, reason cited is that all work, do not have time.

Question #12 "How did you decide what classes to take? Did you use counseling services?"

Handbook along with catalog.
Saw a counselor, was very helpful.
Used catalog.

Question #14 Did you have any problems registering for classes?

Very difficult to get classes. Difficult to get through on the phone line. Cuts you off if you make a mistake.
I added most of my classes and have since I began here because tiger talk hasn't helped.
Long lines.

Question #15 In your immediate family or among your close friends, are there others who have attended/completed a college education?

Not in my family. All others say yes, one at 48 years old.
Question #16 Is getting a college degree a strong value for your family?

Yes, it is very strong and very important.
Yes, my whole family.
Yes and no. They are supportive but did not really push or motivate me to go.

Question #17 Have any of your friends or family who have attended college provided you with useful information regarding what is required to be a success in college?

Question #18 Does the encouragement of the significant people in your life outside of school have an impact on how well you perform at school?

Not really as adult returning students.

Question #19 What one change would you recommend for RCC to make it a better place for students?

More thorough assessment for adult returning students.
Parking fees. Classes geared more toward adult returning students.

Question # 20 What additional information do you think new students should be given to help prepare them for life at RCC?
Depends on the student.

Keep in touch with counselor, or knowledgeable about what you need to transfer.
What's available.

Transcripts
Student Success Survey
Institutional Research
23 July 1994

Heberlin/Waters Group

Meeting began with a welcome and brief explanation of how meeting would proceed. Participants were invited to answer honestly and openly. Five students were interviewed as follows:

Question #1 "When did you decide to attend RCC and why?"

"One boy in my class said that the only reason he was here (RCC) was that his grandfather would buy him any car he wanted when he graduated. It made me a little upset because he was not here to learn."

"I decided about two years after I graduated from High School I wanted to make a break. I came back because my sister is a teacher and I went to her class a couple of times and it really looked like fun, I really love kids and I want to become a teacher also. I have to get an education to do that."

"It's cheaper to go here for the first two years."

"Because I'm the first one in my family to go to college and I want to become a teacher and get a degree."

"I came here because I was a flake my last two years of High School and didn't meet all the requirements to get into the university and thought I didn't need college and turned around and came back eight years later when I figured out that I do. Well see, I got told by a counselor at Orange Coast College (don't ever see a counselor there), anyway, I was twenty, two years out of high school, and I was told that I could never be a teacher because I did not go straight from high school to college and that I might as well just forget it. So I started taking classes to become a pre-school teacher, I had an eight month old son and taking all these hard classes then I found out what pre-school teachers make, and I thought I would be better off waitressing. So I took the long way around and now I back starting where I should have been."

"Well because I knew my parents were going to be moving back and I had to pay my own way through college, and location and, Moreno Valley and Norco are all pretty close, and I liked that, and it has a nice atmosphere too."

Question #2 "Had any of you heard of the colleges reputation or have most of you attended mostly because it is close and cheap?

"Yes, I had heard of (RCC) before, in fact, my brother goes here, he is one of those who attended straight out of high school and he said that he will be able to attend any university upon leaving RCC because it is one of the top community colleges in California. He said that they (RCC) get their criteria from Berkeley."

"Yes, I had heard of good stuff about it too, I have had family members that have come here too."

"One of my counselors in high school told me RCC had a very good reputation, especially for my career."

Question #3 "Do you think about dropping out or taking a semester off?"

All answer "no"

Question #4 "What were some of your biggest surprises when you started attending RCC?"

"I walked into my first class and most of them were adults and I thought, am I the only (young person) one here? I came into the class with my head down because everyone was looking at me, and everyone said "What's the matter?" and I said "I'm scared!" but everyone was very nice to me."

"I was a little bit surprised at the course work. I thought it was going to be a lot harder because I took two years off high school, so I thought I would be really behind, but I got here and it was pretty simple and everybody is so nice. It's been a good experience, makes me want to come back."

"The only thing scary was walking into elementary algebra and the teacher started going a hundred miles an hour and saying this should all be review."

Question #5 "Do you feel that you were academically well-prepared for what was required of you at RCC?" (reading, math, etc.)

Unanimous "no"

"I think and a lot of people that I know have problems writing papers, a lot, with English."

"I have had English and I thought it was pretty simple, but I was in honors English in high school."

"I took English right away, as soon as I got here, and I didn't have any problems."

"The only thing I have heard about the math classes is that many of the teachers expect you to already know a lot of the material that they are presenting."

Question #6 "If you could do anything to improve your classroom

experience here at RCC, what would it be?

"it's up to the individual student, luckily one of my instructors I have for two classes, she always made it a point to come in early, so that if I could get off work early and get down here, I could see her early, which was nice. But my other instructor showed up usually at 6:35 PM, so luckily I never needed to reach him for anything because if I would have needed him, I wouldn't have been able to reach him."

"I got along really good with my teachers. I had a death in my family and it was very close to finals, the week before, and I told him that I had to go to the funeral and I wouldn't be in class, and I had a paper due; so I had my friend drop it off for me. They were really understanding."

"I have had good teachers here, I had to meet one teacher in his office for some tutoring, and he was very helpful, and my other teacher, she was very nice too. If we needed extra help before a test, she would schedule an extra study session for us. She was very, very, understanding."

"Other than a couple of them being a little boring, they have all been pretty nice".

"I had a class with an instructor that did not know how to teach. She would ask if we had any questions and then when we asked one, she would get all mad. I would ask why she would get mad and she would tell us we should know, and I would say well, why did you ask? I felt she treated us bad, and played favorites. She told us if we missed classes, we would get dropped. But there were three girls that missed classes and did not get dropped."

"It is very difficult when you work full time and go to school to get here and use the computers in the computer labs. I had one teacher at Norco that insisted that we type all our papers on the Macintosh computers, well there are only five or six Macs at the Norco campus and it was very difficult to find time and computer availability."

"I hate computers"

Question #7 "How would you rate your textbooks and how would you rate your classmates?"

"I don't use my textbooks because most of my instructors lecture right out of the book and I study for the tests off of my notes."

"I have a class here and a class at Norco and I use every one of my books"

"I use mine also, but just to backup the material I get in class."

"One instructor required me to go and buy an expensive collegiate dictionary. He told me the one I had was not good enough. I

struggle enough paying my rent and my utilities and going to school and paying for my books. I brought it to school, showed it to him and then I took it back and got my money back."

"The lectures come straight from the book so the texts seem appropriate"

"It is helpful to me to have the book in front of me while the lecture is being given so I can follow along."

"The people in my classes didn't talk."

"Well, everyone in the class is probably thinking the same thing!"
"I have a history teacher right now that will hang out with us and talk on our twenty-minute break."

"My class was very social"

"Ya, My class wouldn't shut-up"

"It was hard to tell if they were at the same level because hardly anybody would talk"

Question #8 "What was the worst and best part of your college experience and why? And are you happy with the education you have received?"

"The only thing is that I have been out of high school for awhile now and you can't really take refresher courses because you don't get credit for them, so your kind of stuck, you know, you're afraid you can't handle it or that you will get a 'C'"

Question #9 "How would you describe the environment here at RCC?"

"I like the atmosphere. Everybody is just super friendly"

"It's like everyone is in the same boat. I have found that if I am confused or have a question, I have no problem turning to the person near me and asking whatever it is I need to know.

All present are in agreement.

"It is a lot like being in high school, you get to know all the faces because you see them on all the campuses and in your classrooms"

"I have a counselor who says they shouldn't call our parking permit a parking permit, they should call it a license to hunt"

Question #10 "Have you had any problems making friends? Did you participate in any study groups?"

All say no problems making friends, only one participated in a study group.

Question #11 "Did you spend any time on-campus during your non-class time?"

"I found that many activities were scheduled for traditional lunch time, and as a student aide, I could not participate because I was working. So there were a lot of things that I would have done or liked to do but could not."

"During my lunch hour, I find that it is the only time I have to go to the bank or run errands that I don't have time to do otherwise because I have to come back and go to class."

"I wish I did not have to be here so much"

"I would like to get more involved; I belonged to a lot of clubs in high school, but I go to evening classes so like she said, there is nothing happening at night and plus I have children too, so I can't come during the day."

Question #12 "How did you decide what classes to take? Did you use counseling services?"

"I was scared to just wing it so I went and saw a counselor"

"After I left the counselors office, I went and got one of those little papers that says what I want to major in."

"When I came here I was so scared I didn't know exactly what to do, so I didn't want to take just any classes because I wanted to transfer; so I talked to my counselor and told her I wanted to be a teacher/Liberal Arts Major, and she spent a lot of time with me because I didn't want to come here and just take any class and find out that it did not go toward my major"

"They told me to take anything that will transfer"

"I just follow my educational plan to the letter"

"I wanted to go to USC right out of high school, but I couldn't afford 26,000 dollars, so I just contacted USC before I contacted RCC and they just did everything for me"

"I went and started talking to the counselors at Redlands because I saw two here at this campus when I first came to RCC and they were so rude, They spent five minutes with me, he circled like five or six classes on this piece of paper and said "take these classes" and that was it. And I have never seen a counselor here since and I won't"

Unless you know where you intend to transfer, there is no one to really help you. I went to the transfer fair, but they all say that theirs is the best school, so I didn't find it to be helpful.

"I just took whatever was on my educational plan".

Question #13 Did you use any tutoring?
Could not find time to use tutor because I work at night and attend school during the day, and tutorial services offers no alternatives to students who have this type of schedule (i.e.: weekend or Friday night tutoring)

Yes, it helped a lot.

others did not use tutorial services

Question #14 Did you have any problems registering for classes?

Very difficult to get classes. Difficult to get through on the phone line. Cuts you off if you make a mistake.

I added most of my classes and have since I began here because tiger talk hasn't helped.

The longer you are here, the easier it gets.

Last year I was in football and got priority registration.
Question #15 In your immediate family or among your close friends, are there others who have attended/completed a college education?

My father went for two years, but my mother dropped out of school after ninth grade.

Everyone in my family.

No, I'm the first.

My brothers going and I am going and we are the only ones.

My aunt is the only one who has a college degree, my mom came for a couple of semesters but she had to drop out. I have other relatives that have taken classes here and there but nothing serious. So I am the first one, and the first among the grandchildren.

Question #16 Is getting a college degree a strong value for your family?

Yes, my father taught me that if I want a good job, I need an education. It is important to him as well as myself. It will give me more to give my children.

It's strong enough for them to pay.

My parents are supportive if we go, but also if we don't. My mom was one of seven children, so she understands. They will not frown on us if we can't or if we have to drop out.
My mom never went to college, but it was something that she always wanted for us. It makes her proud. She can't wait to see us finish and get our degrees and do what we want to do.

Question #17 Have any of your friends or family who have attended college provided you with useful information regarding what is required to be a success in college?

I have a friend that teaches here.

rest of group says they learned as they went along

Question #18 Does the encouragement of the significant people in your life outside of school have an impact on how well you perform at school?

A unanimous yes. All say their family's encouragement is very important.

Question #19 What one change would you recommend for RCC to make it a better place for students?

Counseling dept. needs to treat us like people and not numbers. They need to remember why they are here.

My counselors in high school were better. They treated you like a person.
Book refund prices and tutoring for night students.

Night classes need to be spread out more, or made shorter and more often.

Question # 20 What additional information do you think new students should be given to help prepare them for life at RCC?

Carpool!

Bypass counseling and contact the dept. head of the dept. you are interested in. They have been very helpful for me.

Counseling should work closer with dept. heads to help guide students.

Expanded computer lab, more library hours.
Transcripts
Student Success Survey
Institutional Research
30 July 1994

Heberlin/Waters Group

Meeting began with a welcome and brief explanation of how meeting would proceed. Participants were invited to answer honestly and openly. Five students were interviewed as follows:

Question #1 "When did you decide to attend RCC and why?"

Moved here with family. Close.
Location. Live close by.
Location. Also offers curriculum I need.
Cheaper to go here first and get general education and because of

location.
Wasn't sure if I was ready for University level work, wanted to start slow.

Question #3 "Do you think about dropping out or taking a semester off?"

Yes. Couldn't get classes I needed the first semester I was here.
Never. I want to go to Medical School. All I do is study.
If school does not stop changing curriculum every semester, will have to drop out. Can't keep waiting for classes to be offered whenever they decide to offer them in whatever order. I am a returning student who is trying to live and go to school because I lost my job and need to update and get a certificate so I can continue to live.
Yes because it is difficult to get the classes that you want and you end up with classes you don't want or need.
Don't want to be a Community College student forever.

Question #4 "What were some of your biggest surprises when you started attending RCC?"

Guidance department is terrible. And class size. Came from smaller town and smaller school.
Inadequate library. Not enough Science courses available. That holds up my education.
Nice Campus, very beautiful.
The overcrowding.
Different atmosphere from high school, people were here because they wanted to learn and be here, not for a fashion show or popularity contest.
Impressed with the facilities and equipment.

Question #5 "Do you feel that you were academically well-prepared for what was required of you at RCC?" (reading, math, etc.)
Yes, no problems.
Because of the time span from the time I graduated high school until I decided to come back to college, I think I might have if I had not taken a couple of prep classes at another college.
Enjoy the challenge
No, mostly in mathematics.

Question #6 "If you could do anything to improve your classroom experience here at RCC, what would it be?

My instructor was absent many times from class, didn't like that. Also didn't like his attitude.
Need to have a stricter cheating policy. I have seen many students cheating on the tests.
Enjoyed all instructors except one.

Question #7 "How would you rate your textbooks and how would you rate your classmates?"

Good.

All seem fine so far. Some were outdated.
Never got book. Bookstore didn't get in on time.
Chemistry book was poor. Has been changed since them.
In general courses, more people were below intellectual level.
Overall, pretty good. Like classmates.
Many immature students.
Think it is good that they are pushing prerequisites.

Question #8 "What was the worst and best part of your college experience and why? And are you happy with the education you have received?"

Question #9 "How would you describe the environment here at RCC?"

Very friendly.
Very beautiful.
I have been hassled by the lot attendants. They have yelled things at me.

Question #10 "Have you had any problems making friends? Did you participate in any study groups?"

no problems, all have studied with others since they began attending.

Question #11 "Did you spend any time on-campus during your non-class time?"

Yes, mostly in the library.
None present participate in student activities, two belong to honor society.
Question #12 "How did you decide what classes to take? Did you use counseling services?"

Used sheets in guidance office.
Saw counselor, found it helpful.
Taking only transferable classes.
Knew what I wanted when I arrived.

Question #14 Did you have any problems registering for classes?

All present say yes. Difficult to get through on Tiger Talk, difficult to add, classes full, not enough classes. Very difficult when you have no idea what your options are going to be. Instructions not clear.

Question #15 In your immediate family or among your close friends, are there others who have attended/completed a college education?

Yes for all.
Question #16 Is getting a college degree a strong value for your family?

Yes. Several family members have attended.
Yes, I come from a family of teachers.
All in agreement.

Question #17 Have any of your friends or family who have attended college provided you with useful information regarding what is required to be a success in college?

My mom helped out, she has been here before.
Yes, very helpful and supportive.
All say yes, have gotten help from friends.

Question #18 Does the encouragement of the significant people in your life outside of school have an impact on how well you perform at school?

Absolutely.
My parents sometimes push and put extra pressure on.
My parents support was very helpful in the beginning, now I know what is expected of me and I do not depend on it as much.
The support has helped much more than it has hurt.
My dad stresses me out.

Question #19 What one change would you recommend for RCC to make it a better place for students?

Better counseling dept.
Better health coverage for fees.
Stricter cheating policy.
Improve Tiger Talk.
Peer help/counseling program; students helping new students.

Question # 20 What additional information do you think new students should be given to help prepare them for life at RCC?

Transcripts
Student Success Survey
Institutional Research
23 July 1994

Torres Group

Meeting began with a welcome and brief explanation of how meeting would proceed. Participants were invited to answer honestly and openly. Students were interviewed as follows:

Question #1 "When did you decide to attend RCC and why?"

Convenient, close. Decided to go to Norco Campus because it's newer and nicer. Parking is better at other campuses.

Question #2 "Do you think about dropping out or taking a semester off?"

Possibly, because of full time job. Not actually dropping out, but taking one class at a time.
Yes, because I'm bored. Boring instructors. Only classes holding

my interests are dance and student government. Some instructors treating students like high schoolers. Yes, because I'm a single parent and work full time.

Question #3 "What were some of your biggest surprises when you started attending RCC?"

It's huge compared to high school. That the classes start out so large and end up so small. And that people are sitting on the floor for some classes. Class size. Need more classes. It is too impersonal. I come from Japan, so it was very shocking to me to so many different types of people in one class.

Question #4 What has been your worst experience since you began attending RCC?

Difficulty registering and rude employees at admissions. Students who don't care and are disruptive to the rest of the class. Long lines for registration.

Question #5 "Do you feel that you were academically well-prepared for what was required of you at RCC?" (reading, math, etc.)

Yes. over qualified for some classes. the only classes found difficult were math courses and one sociology.

Question #6 "If you could do anything to improve your classroom experience here at RCC, what would it be?"

Smaller class sizes. More enthusiastic, personable instructors who care about their students. More interaction, discussion in classrooms, vs. straight lecture. Easier to relate to and understand the material through discussion.

Question #7 "How would you rate your textbooks and how would you rate your classmates?"

Change too often. Too expensive. Return on books very poor. Books are more expensive than the courses. Way overpriced! Have bought books for classes that were not necessary and did not use.

Felt that most of class was not at an equal intellectual level, but below. Especially in required classes that are full of students from the athletic program. In math felt behind. Also Chemistry and computer classes.

Question #8 "What was the worst and best part of your college experience and why? And are you happy with the education you have received?"

No real response either way, but happy with the education being received and what the college offers.

Question #9 "How would you describe the environment here at RCC?"

Very friendly.
I feel like at a meat market, guys are always staring at me.

Question #10 "Have you had any problems making friends? Did you participate in any study groups?"

All say no problems making friends.

Question #11 "Did you spend any time on-campus during your non-class time?"

Two are members of clubs and participate in non-classtime activities. Others say no time because of jobs and kids. If happen to be on campus when activity is occurring, will participate.

Question #12 "How did you decide what classes to take? Did you use counseling services?"

Consulted friends.
Saw counselor briefly, was not happy with results. Said counselor spent very little time and explained nothing. Felt as though talking to a wall. Resorted to finding out what was needed on own. Counselor showed no interest at all.
Other student found one good counselor because he explained everything and spent time with her.
All other students say all experiences with RCC counselors have been bad.

Question #13 Did you use any tutoring?

tried to get counselor for evening, counseling office never got back to student, even though called again. Found out later there aren't really any services for evening students. Other student had good experience.

Question #15 In your immediate family or among your close friends, are there others who have attended/completed a college education?

Mother has a Masters degree, Father has BA.
Mother has MA, Step Father has BA, next door neighbor just graduated from UCR (close friend)
Brother graduated with a Masters.
I was the first in family, but receive a lot of support.
Also the first, but family is also supportive.
My friend discouraged me from going to school.
Question #16 Is getting a college degree a strong value for your family?

Yes, my father taught me that if I want a good job, I need an education. It is important to him as well as myself. It will give me more to give my children.

It's strong enough for them to pay.

My parents are supportive if we go, but also if we don't. My mom was one of seven children, so she understands. They will not frown on us if we can't or if we have to drop out.

My mom never went to college, but it was something that she always wanted for us. It makes her proud. She can't wait to see us finish and get our degrees and do what we want to do.

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Counseling dept. needs to treat us like people and not numbers. They need to remember why they are here.

My counselors in high school were better. They treated you like a person.

Book refund prices and tutoring for night students.

Night classes need to be spread out more, or made shorter and more often.

Question # 20 What additional information do you think new students should be given to help prepare them for life at RCC?

Carpool!

Bypass counseling and contact the dept. head of the dept. you are interested in. They have been very helpful for me.

Counseling should work closer with dept. heads to help guide students.

Expanded computer lab, more library hours.
Transcripts
Student Success Survey
Institutional Research
30 July 1994

Torres Group

Meeting began with a welcome and brief explanation of how meeting

would proceed. Participants were invited to answer honestly and openly. Students were interviewed as follows:

Question #1 "When did you decide to attend RCC and why?"

Wanted to do something with my life
Wanted BA degree, easier and cheaper to start here.
Close by, wanted to start AA degree after taking many years off.
Came right after school, taking classes until I can get into the police academy.
Close by.

Question #2 "Do you think about dropping out or taking a semester off?"

Yes, dropped out, was pregnant. But liked classes.
Dropped out because had three kids, had a hard time. Will be coming back later
Others answer no.

Question #3 "What were some of your biggest surprises when you started attending RCC?"

No tutors or guidance available for night students. Shocked that the day students are catered to, when there are so many students that work and can't come during the day, and they need help also.
Surprised that when the instructor does not show up, class is canceled. Have to drive all the way here and turn around and go home.
Overcrowding. Can be discouraging in a three hour class. Need extra chairs until the class thins out.
Instructor in mathematics was not friendly or helpful.

Question #4 "Do you feel that you were academically well-prepared for what was required of you at RCC?" (reading, math, etc.)

No. Dropped out of high school, went back and graduated with my class, but the classes I took were not difficult and did not prepare me for college level work.
I felt I was prepared for all but mathematics.

Question #5 "How would you rate your textbooks and how would you rate your classmates?"

Felt that there was a good mix of students, not a lot higher or lower intellectual levels.

Question #6 "What was the worst and best part of your college experience and why? And are you happy with the education you have received?"

My math teacher. Very impatient and insensitive to older students who have been out of school for some time.
Not being able to finish because of family obligations.
Walking to class pregnant.

Instructor met with students individually in the front of the class and told them whether he thought they should drop the class, but he did it in front of the other students.
I didn't like showing up to class at night, sometimes being dropped off, and finding out that class had been canceled.
I am happy with the education I am receiving. Liked my instructor.
Learned shorthand, but didn't get class I wanted because it was closed, so, would have been more satisfied if I could have got what I wanted. Feel that there should be more assessment of skills.
Felt once got here, kind of deserted.

Question #7 "How would you describe the environment here at RCC?"

Feel that the people here are just here to do their jobs. Very impersonal. Not very friendly. Realize that they are busy, but if you work with the public you should try to be friendly. At least make eye contact.
I got friendlier help at the DMV.
I felt it was friendly. I enjoy it here.
Also feel it is friendly.

Question #8 "Have you had any problems making friends? Did you participate in any study groups?"

Made a few friends. Studied with them.
Don't make friends usually with people I go to school.

Question #9 "Did you spend any time on-campus during your non-class time?"

Not a lot.
Some, studying with classmates.

Question #10 "How did you decide what classes to take? Did you use counseling services?"

Husband is in the military, used counselor on base, so when I arrived here, I already knew what was going on.
Saw a counselor, who just basically handed me a piece of paper and I was on my way. My sister who is a full time student helped me more.
Feel that the administration sees us only as numbers. The counselor I went to see never even looked up at me.

Question #11 Did you use any tutoring?

Tried to use the New Directions program, was not very helpful.
None available to night students.

Question #12 Did you have any problems registering for classes?

Question #13 In your immediate family or among your close friends, are there others who have attended/completed a college

education?

Yes, my sister was first.
My brother went first and finished.
My sister graduated from here in the LVN program and is returning for the RN program. Brother-in-law graduated from San Bernardino and little sister from Cal Poly Pomona.
My Uncle, Aunt, Mom and sister went to college

Question #14 Is getting a college degree a strong value for your family?

Question #15 Have any of your friends or family who have attended college provided you with useful information regarding what is required to be a success in college?

Yes, I have asked my brother for advise.
I have asked my sister.

Question #16 Does the encouragement of the significant people in your life outside of school have an impact on how well you perform at school?

Yes.

Question #17 What one change would you recommend for RCC to make it a better place for students?

More parking.
Signs that tell you where to go and where things are.
Bigger classrooms. More classes.

Question #18 What additional information do you think new students should be given to help prepare them for life at RCC?

Get here early, also, familiarize yourself with the campus before the first day of school. (During the day.)
Stick with it, don't give up.